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ABSTRACT

This paper is the first of three reports based on four years (1965-1969) with a research preschool for disadvantaged blacks on Chicago's Westside. The nine chapters included are titled: (1) Foundations for Planning Preschool Programs--a Position Statement, (2) Curriculum: The Translation of Learning Goals into Teaching Practice, (3) The Teacher-Child Relationship in the Preschool, (4) Space and Time in the Preschool, (5) Curriculum Guide (What Happened in 1968-1969), (6) First Week of School: A Teaching Plan, (7) A Week in Mid-Year: A Teaching Plan, (8) Classroom Observations, and (9) Catalog of Teaching-Learning Activities. An appendix includes a bibliography of research reports and publications derived from this project. (WY)

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# IJR Preschool Project Report

## Volume I Preschool Programs[1]

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RESEARCH REPORT 1970 Vol. 7 No. 7

TABLE OF CONTENTS

Acknowledgements ..... ii

Introduction ..... iv

Chapters

I. Foundations For Planning Preschool Programs--
A Position Statement ..... 1

II. Curriculum: The Translation of Learning Goals
into Teaching Practice ..... 7

III. The Teacher-Child Relationship in the
Preschool ..... 29

IV. Space and Time in the Preschool ..... 42

V. Curriculum Guide (What Happened in 1968-69) .... 57

VI. First Week of School: A Teaching Plan ..... 102

VII. A Week in Mid-Year: A Teaching Plan ..... 111

VIII. Classroom Observations ..... 118

IX. Catalog of Teaching-Learning Activities ..... 148

Appendix A. Bibliography of Research
Reports and Publications .....182

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A report of this kind necessarily bears the names of a few individuals while it reflects the contributions of many. All of the staff, consultants, professional students, visitors and parents of the preschool children will find themselves and their ideas included in various pages of this report. Specifically, we would like to acknowledge the significant contributions of the following persons:

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# INTRODUCTION

The following report is based on our experience of four years with a preschool for "disadvantaged" black children on Chicago's Westside. It is the first of three reports, the others are: a technical evaluation of the effects of the preschool experience on certain cognitive skills and motivational factors (available in the fall of 1970), and a report on the development of a scale for rating the effectiveness of classroom behaviors in the preschool child (available in 1971). These reports will not include material which is available elsewhere. (Appendix A to this report lists a bibliography of all published and unpublished research documents derived from this preschool project.)

## Brief History of the Preschool Project

The preschool project was begun in the fall of 1965. Research activities were terminated in June, 1969. The project was supported by a grant from the Kenneth Montgomery Foundation and operated under the auspices of the Division of Preventive Psychiatry of the Institute for Juvenile Research, Illinois Department of Mental Health (with added funds from N.I.H., General Support Grant #1S01-FR05-666-01). The preschool was located in four converted apartments of a public housing project on the West side of Chicago, an area which has been exclusively black for many years. The children who attended the preschool and their families were residents of the housing project. Before the preschool project began several members of the staff had been involved in a study of school achievement in black, urban fifth graders. Although that study had focussed mainly on cognitive variables it became apparent during the data collection that there were motivational

or personality variables which were equally important. These variables involved examiner responses which were differentiated and memorable for the underachievers. As we felt these differences were partly the result of accumulated negative experience with school personnel we did not expect to see them, to any great extent, in preschool children.

Thus, in planning the program in 1965 we relied on traditional models of nursery school curriculum, with added emphasis on language development. We realized during the second year that all children were not benefitting equally from this program. We were observing the same differences in evoked response in these children as we had seen in the fifth grade children. We began, then, to develop program models to meet the needs of individual children.

Our methods of selection of children partially reflect the evolution in our thinking about preschool programs. For the first two years the children were randomly drawn from al list of all children living in the housing project in the appropriate age range. The classes were equated on age, sex, and IQ. Experiences during this time with the Kohn Competence Scale and psychiatric play sessions revealed considerable agreement among staff as to which children were responsive to the program and developing quite well and which seemed to be developing poorly, were minimally responsive to the program, and seemed to get "lost" in the classroom.

In the third year children were recruited mainly from families we already knew. A social worker visited the homes of the parents, and, using an open-ended instrument, interviewed the parents on questions centering around the parent's own ideas and values about behavior in four-year olds. Each child also participated in an individual psychiatric play session

involving family dolls and furniture, water play and block-building. The children were assigned to one of three programs based on a concensus between the social worker and psychiatrist about a child's needs for a therapeutic milieu, a structured program emphasizing internal controls and cognitive skills, or a basic enrichment program. The children in the therapeutic program were children in our experience who had the greatest need and the least likelihood of profitting from what schools usually provide. This group seemed to represent the greatest challenge in preschool education, and, indeed, all education for the disadvantaged. Thus we decided to spend a year working with these children in their own special classroom (the therapeutic classroom mentioned above.)

In the fourth year, using only home interviews, children were similarly classified. There were two classrooms -- one homogeneous classroom for children felt to need a therapeutic program, the other a heterogeneous classroom with approximate percentages of each of the three groups of children as we had observed in the first years of random assignment. We were interested in the fourth year in applying insights gained from the therapeutic program to a more natural heterogeneous classroom grouping, and in determining how well we could apply insights about individual needs within a diversified group.

Description of Children

The children tended to fall into three general grouping - 20% at each end and 60% in the middle. These groupings emerged in a number of ways, and the descriptions here are a composite. We chose the term "competence" as a way of naming the differences we saw, but other terms, e.g. maturity, functional adequacy would do as well.

The most competent children were so judged because of the degree of involvement and organization they brought to their relationships with the world of people and things. They had established a reasonable degree of trust in the predictability of people and situations, and had developed some internalized control and direction of their impulses. They expected "good things to happen to them proportionately more often than "bad" things. They were freer to express the usual concerns of four year olds about sex roles, relationships with parents and peers, and effectiveness in manipulating, controlling and enjoying their world. Most of these children lived in families where there <u>were</u> real problems, but their parents' methods of coping with and interpreting reality helped them to develop coping skills and optimistic attitudes about life.

The least competent children were characterized by their low degree of involvement and organization in approaching people and thing. They were tentative and uncertain in relating to people and in handling materials They often distrusted adults and had little belief in the predictability or dependability of adults or events. Their curiosity was inhibited (tho never totally absent) and their characteristic response to unfamiliar (and sometimes familiar) situations was a posture of "avoidance." They were oriented towards avoiding danger, avoiding hurt - they wanted to stay out of trouble. In some respects these children looked developmentally like much younger children, but younger children are not so avoidance - oriented. In other ways, they were "old" and carrying the worries and burdens of adults - they had seen and experienced too much, too soon, and had "turned-off." These children demonstrated painfully some of the most debilitating effects of growing up on the dark side of America. For some

of these children, as far as the war - victims of shell shock, it is possible to offer constructive help while for others, the hopes for change are dim.

There was a middle group of children, who were between the two poles described above. They were more difficult to characterize because they tended to have a wide variety of strengths and weaknesses, and to respond to people and materials in a variety of ways. Among these were the children with a single solid skill or attitude, and those with one serious problem which was compensated for by solid strengths. Some were neither beaten down nor so strong as to be invulnerable. These were the children whom most writers refer to as the urban Head Start Children. Their difficulties reflected the average, expectable effects of slum life added to a heritage of slavery. They did not demonstrate the freedom-to-learn which is possible for four-year olds. They were very concerned about power and controls (as well as their absence) and they experienced both internal and external conflicts about which they (like their parents) felt powerless. They tended to have ambivalent evaluations of their worth, tho they could not be said to "lack" self-concepts.

Parent Programs

The original preschool design included educational programs for parents, informally arranged. We did hold discussions during our first two years, and encouraged parent direction, but we were only involving about a third of the parents. Just as we had found three groups of children functioning at different levels of competence, we also found it possible to identify three groups of parents with different needs. They are described

briefly below.

Parents of children who functioned at the highest levels were the most outgoing and comfortable of the parents whose children attended our school. They were not necessarily happy in their marriages, living with spouse, or protected from economic hardship. They seemed to experience the same range of economic and social problems as other parents, but somehow had more strength to cope with these. They did not appear intellectually brighter, nor were they better educated. They were freer to talk, and they had confidence that people were interested in what they have to say. Most of all they seemed to enjoy their children and to have positive emotional energy to invest in relating to them.

Parents of children at the middle level represented a variety of strengths. They were able to offer some predictability and consistency to their children, but many of them had doubts about their adequacy as parents. They tended to want their children to prove them "good" parents. They had positive energy to invest in their children to some extent at least, but they varied in the degree to which they enjoyed their children and believed in their adequacy as parents.

Parents of children functioning minimally represented two general groups. Some were overwhelmed, depressed and too emotionally deprived themselves to be able to invest in their children with any consistency. Although actual child abuse and outright neglect were rare, unpredictability was common. The children did not know when the mother would be in a good mood and do many "nice things" and when she would be in a bad mood and scold, scorn, or ignore them. Some of these parents were able to offer potentially more consistent and predictable situations

for their children, but their notions about how to raise "good" children inhibited their investment in the children for fear of "spoiling" them. They were afraid to enjoy their children or to accept the accomplishments of their children as gratifying extensions of themselves. They often minimized the effects they had on their children's growth and learning, and saw their role as one of"taming" rather than teaching.

As would be expected, the types of activities in which each group of parents participated most frequently was influenced by the characteristics described. The first group of parents was interested in group gatherings, either social or discussion-focused. The parents of minimally functioning children almost never came to group functions, and in fact tended not to socialize with their neighbors; they required a more individual approach, over time, from preschool staff. Parents of the middle group varied, but generallywere more responsive to loosely structured than to more structured group programs. The parent programs which are described briefly below evolved through much trial and error, particularly during our third year. Papers by Bowles, Kunreuther, Scheinfeld, and Tuck describe certain aspects of the parent programs, in more detail, and since these are available elsewhere, we have not included them in this volume.

For parents of children in the therapeutic program, we felt it was especially important to meet <u>their</u> needs before making any demands on them or expecting them to participate in school-sponsored activities. A social worker made a number of short or long home visits, depending on the mother's response, having no particular topic upon which to focus, beyond responding to the mother as a person. With a nurturant non-demanding, non-judgmental approach it was possible for the worker to determine whether

the mother was depressed, anxious and overwhelmed (suggesting possibilities for counselling approaches) or whether she was merely in need of more information and assurance (after which she might participate with other parents in activities which interested her.)

Parents of children in the middle group were involved in three types of activities: (1) group meetings were held for groups of 8-10 parents. The meetings were parent-focussed rather than child focussed. In recognizing and investing in the individuality of parents, one implicitly influences the parents' investment in their children. (2) Parent sponsored activities were held, such as rummage sales, films, talks, fairs, etc. We found that one of the best ways of involving parents with school related issues was to provide active outlets for their interests which they could plan and conduct. The activities could not be "make-work" activities. They met a legitimate need or interest. The schedule of activities evolved with the parent group of a particular year, in conjunction with the ideas and resources they brought. To the extent possible, parent-sponsored activities were intended to be self-supporting, rather than totally funded by the preschool center. Activities of the group included rummage sales, toy sales,a community fun fair, films on Negro History, a Christmas shopping trip, father-sponsored games for children on Sundays, a Mothers' Day party sponsored by the fathers, and a parent-staff party held in a parent's home. (3) Individual casework was provided to those families needing it. Depending on the reasons for non-attendance at parent-meetings, a social worker, or the teacher-leader of the groups made home visits to establish a personal relationship with the mother, and tried to build from that relationship to a later involvement

with mothers at the school. Poor motivation which is so often attributed to disadvantaged mothers is a catch phrase which covers a host of factors. Many parents choose not to participate in functions sponsored by schools or social agencies for good reasons and it is the responsibility of staff to learn their reasons and to be open to changes in approach which relate to parent interests.

Parent Advisory Board: During the 1967-68 year, we instituted a parent advisory board for the purpose of advising administration about non-research connected policies for the preschool. In addition, the Board asked for and was granted the right to plan some parent program activities. Parents who were asked to serve on the board, but who never participated in any other type of activity, became more involved in the school, more articulate and more aggressive. What was expected to be a long-term benefit to the school and the parents occurred rather rapidly. Given realistic decision making power, parents mobilized very quickly and used this power effectively. One of our least articulate mothers became a most effective Advisory Board President. It should be noted here that the two administrative staff who participated in Board meetings had to spend a lot of time dealing with their own ambivalences about "shared-power."

Organization of this report

The materials presented in this report are organized in nine chapters: the first chapter is a position statement on the foundations for planning preschool programs; the second includes a general discussion of curriculum as we view it, followed by papers on the teacher-child relationship (chapter III) and the importance of spatial organization and the planned use of time in preschool programming (chapter IV).

Chapter V is a weekly curriculum outline for 1968-69; Chapter VI and VII are specific descriptions of the program for the first week of school (1968-69) and a week in mid-winter of the same year; and chapter VIII includes notes from observations made of the program-in-action at intervals during the year. The last chapter of this report presents a catalog of activities to which the teachers referred in implementing the program goals. An appendix lists the papers and reports available from the preschool project.

# CHAPTER I

## FOUNDATIONS FOR PLANNING PRESCHOOL PROGRAMS--A POSITION STATEMENT

Since 1965 we have been observing three and four year old black children in the context of a research preschool on Chicago's Westside. Over the years our observations have become focused on certain characteristics of the children which seem critical for preschool learning. Staff representing a variety of professional disciplines, as well as sub-professional teachers and parents have contributed to our understanding of the relationship between children's strengths and needs and their effectiveness as learners in the classroom.

Our observations, derived from both formal and informal sources, seem to make sense in the context of three general variables which lead to formulations about how and why children learn. Each of these lines of reasoning emphasizes a particular variable, and each is more popular in one discipline or profession than another. All three dimensions offer insight into the nature of children's learning needs, and have implications for planning reasonable goals and methods to meet those needs in educational programs.

I. Children who are anxious have difficulty learning, thus one of the important considerations in learning environments is that they allay anxiety, reduce inhibitions to involvement with the learning experiences, and generate a sense of comfort, supportiveness, and pleasure in approaching new experiences from which learning proceeds. (This kind of formulation is particularly appealing to mental health personnel.)

II. Children learn best when they experience their own effectiveness as active agents in relating to learning experiences. By contrast, the child who does not experience any sense of his own effectiveness in learning situations has relatively little reason to extend his interest in learning without external pordding. The child who does feel effective is likely to practice what he has learned, to seek new ways of applying what he has learned, and to enter new learning experiences with the expectation that he can have effects on things, that the unknown is a potential source of greater power and pleasure, and that learning will extend his effectiveness in dealing with the various aspects of his world. (Academic psychologists and educators might prefer this formulation since it can be related to research in motivation, curiosity, competence, etc.)

III. Children need basic skills and approaches which are the foundations of learning. Most learning is sequential and occurs in a context of graded experiences. Later learning builds on earlier learning, much as a house is build on a foundation. Much of curriculum design is based on this building-block premise. If we expect children to learn things for which they do not have the foundations they will certainly have more difficulty than if we take the time to build foundations that do not yet exist, and expand and strengthen foundations already formed. (This view is most popular among educators.)

All three lines of reasoning lead to similar implications for

program planning. A program which makes demands which a child either cannot meet or fears he cannot meet will result in his becoming anxious, feeling ineffective, and missing out on some of the foundations which facilitate later learning. From our observations, and the implications of various formulations used to make sense of them, we concluded that a developmentally sequenced program at the preschool level offers the best model for meeting children's learning needs. Starting with simple materials, relationships and learning experiences we can maximize the child's comfort with school, fortify his sense of being an effective master of his own experience, and provide foundations for later learning. At this point in time, what we have is a conceptual model rather than a curriculum. We are not sure how best to program sequentially for these various learning needs, but we are convinced that there is high payoff in doing so.

The strategic problem, then becomes how we are to take young children, who already have had an impressive backlog of learning experiences which arise within the particular life space of the family and community, and build upon what has been learned, so as to diminish anxiety, encourage the sense of mastery in new situations, and move gradually from basics toward more complex skills in both academic and social functioning. Ultimately, in the years ahead, we want the school experience to support their development as mature, competent, productive, vital, self-confident, and happy adults. Clearly preschool experiences alone will not contribute very much to adult outcome. What is important is that preschool programs and all subsequent educational experiences serve to maximize the human development of pupils, rather than impoeding that development or minimally supporting it.

In our concern for "doing the job," and our zeal for success in educational programs we sometimes forget that the limitations in the

human child's flexibility as a learning organism do not allow for very many shortcuts along the way. With all of the educational and social e experiementation of the past decade, there is little evidence that we will find any mysterious key to unlock the learning channels of children. Learning is more than pouring basic information into the empty cerebral vessels. Regretfully, there is no educational magic on the horizon. The resourceful and confident human adult is the end product of many years of personal struggle, even in the best of social circumstances. Significant people, in the family, the community, and the formal institutions (high schools) influence children's growth and maturation to a degree that must not be underestimated. Within the school setting, the teacher is the major human resource who contributes to the development of the child.

Learning, by definition, is based upon experience. The task of the teacher at all levels of education is to make the new learning relevant to the learner's prior experience. The skillful teacher will do this in such a way as to elicit attention, interest, and active participation. "But how do I know when I am reaching the child?" asks the conscientious teacher, uneasily. "And how do I assess the child's individual needs, taking into account his anxieties, his skills, and competencies in different areas, and his readiness or openness to new experiences?" These important questions are not as difficult to answer as they may seem. Teachers <u>do</u> agree on the classroom behaviors which indicate whether children are "with it" or "not with it." Teachers <u>will</u> sometimes pay attention to these indicators, and alter their original plans in response to feedback from children. This is essential to the teaching-learning process, and we could urge all teachers to make use of themselves as the most sensitive indicators to what is necessary for the success of a learning

experience. If real learning does not occur (and we all know instances when it does not, even with the best of teachers) the classroom becomes a place to pass time. The curriculum becomes a ritual exercise, when it should be the backdrop for an adventure in actively grappling with life.

Teachers, like pupils, have anxieties and respond best in situations where they feel competent, and can learn new ways by gradual increments. Consequently, we have come to think of the teacher-student transaction as a parallel process, which requires the satisfaction of essentially the same internal processes regardless of whether one is teacher or pupil.

It is obvious that in this imperfect world, a teacher is not always able to be the mature,confident adult which the above statement would suggest. Just as we are concerned about planning actively for the needs of students, we must also be concerned about planning actively for the needs of teachers. To do other wise ignores the essential humanness of the transaction which occurs between teacher and pupil. The teacher's sense of teaching competence is in part derived from her ability to influence positively the learning of her pupils. The teacher who feels unsuccessful in this venture will be unable to reinforce the child's sense of his effectiveness as a learner. Thus with both teacher and child experiencing failure there begins a vicious cycle of mutual frustration and failure.

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We believe we have acuqired many insights into the teaching-learning process as applied to young children, but we are a long way from effectively translating these insights to ready application by real teachers in real classrooms with real children. Having spent several years muddying our feet in the midst of a community preschool center, we have considerably greater humility regarding what it takes to translate ideas from paper to real life than we did at the outset. This monograph brings together

our formulations about preschool programming and provides examples from our own setting. We hope that teachers and other practioners will find these ideas useful as they conceptualize and plan preschool programs.

# CHAPTER II

## CURRICULUM: THE TRANSLATION OF LEARNING GOALS INTO TEACHING PRACTICES

Our program was based on a competence model which implies that a feeling of efficacy is rewarding in itself and provides sufficient motivation for purposeful acts on the environment. Thus the goal of our program was to foster in each child the feeling that he could be effective in his world and that he was free to act upon the world of the classroom and learn what it offered. As White (1965) has said "our knowledge . . . is a knowledge of action possibilities." The competence model presumes that we start where the child is, and foster his growth and learning by choosing to focus on the kinds of personal relationships, environmental supports and media of interaction which are most likely to give him experiences of success, effectiveness and learning.

The program was structured about a conception of stages which we felt encompassed the needs of most children. The goals which define the stages are:

1. Overcoming inhibitions to learning, optimizing comfort and involvement in the school.

2. Fostering expansion of strengths the child brings to school, helping him focus on areas of his effectiveness, and helping him to become more attentive to and aware of the full range of sensory experiences.

3. Presenting more formal teaching-learning activities to expand a child's feeling of effectiveness in broader areas, to build self-esteem and convince him that success in <u>learning</u> and <u>doing things</u> is enjoyable as well as valued by parents and teachers. This stage includes some formal "teaching" of language skills which extends from the skills he already has.

4. Elaborating various cognitive and emotional gains to maximize the child's self-motivated approach to new experience, via which he will continue learning about the world of people and things.

Traditionally, when we have talked about learning goals and curriculum, we have been talking about the content taught and the methods used to teach it. Postman and Weingartner, in their 1969 book Teaching as a Subversive Activity have argued convincingly that what children learn is not a particular content, but a way to beat the method (the curriculum) or at least to live with it. How many of us remember the learning goals held by our elementary school teachers, or the carefully planned curriculum guides which they used? Nursery education has had a rather different tradition from elementary education - to use a current phrase - it came out of a different bag and was often anti-curriculum. All of us are aware that questions about education in America today call for pulling together what we know about how children learn at various ages, as well as what they need to learn in order to get along in an increasingly complex and rapidly changing world. I would like to suggest that the learning which children do, and which determines their life styles, comes about through their interactions with the people and things in the environment where they grow up. Schools and teachers are one important part of the place where they grow up, but they are only one part of the picture. We need to try fitting the pieces of the environment together, so they mutually enhance the child's learning, rather than frustrating and confusing him about his relationship to the world of today and tomorrow.

When people talk about and write about how children learn, they tend to emphasize one of two perspectives on the learning process.

There are those who believe that learning occurs in strictly step-wise fashion, which requires that as the child unfolds, develops, or grows, he must be given certain experiences, and taught in certain carefully planned sequences. Simple skills must come before complex ones, he must learn to count before he can add or subtract, or read letters before words, learn arithmetic before calculus, read about Dick and Jane before he reads the newspaper. Most of us have enough experience with children to accept the merits of this orderly approach to teaching and learning and for that reason it becomes quite easy to believe that children can learn only (or primarily) from carefully planned teaching activities carried out by trained teachers.

There is another view, at opposite poles to the first, which is best described in George Dennison's recent book The Lives of Children. He tells about the children at the First Street School in New York City, where there is very little of the carefully sequenced teaching we have come to accept. The model represented by his school, is more based on the notion that children learn best from many different experiences which they discover and explore at their own pace, with a lot of personal meaning and emotional excitement, and with the assistance of teachers who facilitate the child's natural quest for knowledge, but who do not force-feed the child. In such a classroom, there are usually a wide variety of materials, children of different ages, and adults who also function as learners, but as learners with more experience which they are willing to share with the children.

The tendency for people who like one teaching/learning approach or the other is to insist that their approach is really based on how children really learn. Adherents to either position -- the very

structured or the very free - are often reluctant to consider that there is any merit in the other. In practice, it seems to me that most learning, and most good teaching as well, includes both dimensions. We must come to understand the relationships between sequential, planned learning and teaching, and discovery or experiential learning and teaching, because we desperately need to find ways to integrate in our educational planning these two sides of the same coin. Teachers need to have a variety of roles. They must minimally be both pipelines to the wisdom of the ages, and spark plugs for firing up young minds.

Let's look at a preschool child, any child from any background. Maybe you can remember when you were there, or think about a child of your own. How did you learn to tie your shoes or zip a zipper, or the name for a house? How did you learn about the feel of a cat's fur, or the smells of different flowers, or the distance you could run? ... These are very simple examples - but if you think about them, you will recognize that some skills, like tying shoes and zipping zippers are learned with relative ease when an adult shows the child step-by-step what it takes to get the job done. Once learned these skills become automatic. Other things like comparing fur with skin, smelling different flowers, and sensing your own strength as a jumper or runner depend upon personal experience, upon a lot of trial and error, upon your being interested enough to notice what is happening and to compare present with past experience. That kind of learning - is the beginning of a life-long gathering of information about the world, the beginning of asking questions and making guesses, e.g.--does this flower smell like that one? Gradually you build a series of experiences from which you can later make some judgments. Both these kinds of learning occur for all

children, for all of us, everywhere - they are part of the cultural heritage of every nation. The skills which are valued, like shoe-tying, may vary with the culture. Ways of classifying personal experiences also vary somewhat with culture and environment, and with adult interpretations of experience. The Eskimo child is more sensitive to the different ways snow looks, the Chinese child may know lots of different things about rice, the rural child has more opportunities to learn about natural things, and the city child has lots more opportunities to study big buildings, cars, trucks and ways various people behave.

From here on, I am going to assume that you agree with me that children do, in fact, learn from (1) the careful teaching provided by adults (or older brothers and sisters), (2) from their direct, personal experiences with their world, and (3) from the casual teaching of adults who point out that you can smell flowers, or touch fur, or look up as well as down. What do the ways children learn have to do with planning preschool programs? I have taken a long way around partly because I want to avoid being characterized either as a pressure-cooker teacher, or as a permissive, don't-teach-them-anything teacher.

Program Philosophy

Children do develop rather consistently, no matter what we do to them or for them. This tells us that they have an inner program which keeps on going, unless we work terribly hard to turn it off. Children are programmed to learn, and it takes hard work to turn them into non-learners. Experience indicates that most children are comfortable and learn a great deal from an organized environment with planned activities, while on the other hand, they become anxious, confused and disorganized

if they are left in an unplanned situation. They need both carefully sequenced, stepwise teaching of some skills and information, and opportunities for integrating experiences they have in and out of school, to be immersed in the complexity of life as it is lived, to know that they must ask questions and think about answers - that no one knows all the answers in life.

Learning Goals

At the risk of sounding too simple-minded, let me suggest the following very broad learning goals, which would need amplification for a particular group of children in a preschool classroom.

1. Children must learn to respect and to like themselves in order to view themselves as people who can learn about and have some impact on the world around them. As learners, they must see themselves as effective independent actors, who are not just going thru a ritual, but who are doing something important in gaining mastery in relation to themselves, to things and to people.

2. Children need a sense of their own history, their relation to the past and the future, their place in the scheme of things, customs, culture, etc. of their immediate neighborhood, their city, State, country, perhaps country of origin as well. For preschool children, it is a sense of personal immediate history that is relevant, and it will be much later that history has meaning in its broader sense. It is my view, that we need to communicate (at least implicitly in the preschool) both that groups of people have particular, special histories and, that in the future we will in fact all be citizens of one world.

We already have instant communication around the world, and it is in terms of communication patterns that cultures, civilizations and political bodies evolve. So it is my sense of technology at least as much as any ideology which leads to this view of history.

3. Children need certain basic skills if they are to become effective citizens of the world. They need to acquire a common system of symbols for exchanging their ideas with other people (language), and in order to understand the history of ideas, accomplishments and frustrations of their predecessors in the human race. In practice, they need effective communication and reading skills, as well as basic skills in arithmetic.
4. Children need to be free to look around, to be aware of what goes on around them and to experience things actively rather than passively. In a word they need to be curious. They must also be able to focus attention on selected aspects of experience, to ask increasingly careful questions, and to find ways to answer questions by using past experience, as well as the material and interpersonal resources around them. They need to see connections between experiences, to make both concrete and remote associations, to look for relationships of cause-effect, contiguity, etc. They need, at last, to integrate experiences, with enough structure to make sense of things and enough flexibility to be open to growth and change. Teaching to this goal requires that a teacher continue to pursue this goal in her own learning and growth. She must be able to heighten the child's experiences, foster his questioning and facilitate his integration of knowledge and ex-

perience. She must also be able to tolerate her role as one of learner and learning facilitator in order for the child to maximize his learning powers and minimize his confusing authority and power with wisdom and truth.

Curriculum

The job of "curriculum" is to translate learning goals into teaching practices. Goals are stated in terms of the child, but curriculum must, practically speaking, be stated in terms of the teacher and the school milieu. Curriculum is a word I have disliked since elementary school, because it so often implied rigid lesson plans to which teachers seemed bound clanging bells which interrupted lessons, closing books on schedule rather than at the end of a unit, sitting and waiting interminably until everyone was ready, etc. There are many things which were carefully outlined in a curriculum guide and taught by good teachers in the school I attended, and which I never learned. I remembered them long enough to pass tests, and then forgot them. When I was going into fifth or sixth grade, it finally occurred to me that we weren't supposed to forget everything over the summer and start over again in the fall! I suddenly realized that teachers spend alot of time re-teaching what we had the previous year, and I wondered why they never told us to remember these things for later, or told us how we might use information in later grades. Now I wasn't dumb, and my teachers were well-trained and dedicated. But still -- with all their curriculum plans, what I really learned was how to sit still, how to avoid getting points off for conduct, how to read and how to do arithmetic, I didn't learn anything about the meaning of history or geography, or literature, until I went to college where some human, sensitive and

brilliant men pointed out that eduction was basically for learning to think. The wisdom of the past can foster thinking if one has this perspective. I learned that a rich inheritance lies in the cumulative knowledge of the arts, humanities, physical science and social sciences. Tragic as it may be, many children and adults, brought up on the curriculums of "good" schools and taught by "good" teachers have never learned how to learn, how to ask questions, how to find answers, how to put ideas together.

When we began our preschool on Chicago's Westside in 1965, we were convinced that content was very important and we spent a lot of time planning learning experiences for the children. Over the next several years, we began to realize in our own and other schools that content was apparently not as important as other dimensions in the preschool. David Weikart, and his staff in Ypsilanti, Michigan, compared three kinds of programs, a Piaget program, a Bereiter-Engelman program and a child-centered program. All three had the same resources, and teachers and all three did a lot of planning and thinking about the children and the programs. Although the content of each curriculum was quite different, the results were almost exactly the same. In our own preschool, we have done lots of different things, and it has seemed more important to pay attention to the total environment, rather than just to the teaching content. As a result, we have come to look at curriculum as including the arrangements of space, time, materials and pupil - teacher interactions. These are at least as important as program content. For young children particularly, the importance of the physical dimensions of time and space cannot be overrated. The space a child lives in or goes to school in is the space he learns in. The ways that space is organized, the

things that are in it, the sensory and motor experiences it provides or restricts all provide him with inputs which will determine, to a significant degree his response to any content presented. The other important dimension which influences choice and usefulness of content is teacher style. We found that teachers taught lots more things much more effectively if they were teaching content they were comfortable with and using materials they enjoyed teaching with. Does this mean we should do no planning, and teachers should do as they please? Not really. It does mean that we need to allow latitude for individual expression, and to accept the notion that children will learn best from an enthusiastic teacher who enjoys what she is doing, and who conveys to the children that learning and teaching are fun and that she likes teaching them the things she knows.

There is a very interesting and frightening study about curriculum design which raised a lot of questions when we were originally planning our own preschool curriculum. Several high school physics programs were compared, using the usual achievement criteria as measures of effectiveness. One of them was a well-sequenced, intense program, which offered considerable promise as a way to teach high school kids alot of modern physics. The kids in that super - program got the highest scores on the tests of all groups studied, and everyone was convinced that the program had proven itself. <u>However, none of the students in the super - course chose to take physics courses in college, and none wanted careers in physics or related fields</u>. Students in some of the other programs which emphasized fewer facts became interested in physics as a career, because the course was interesting and the instructor was very involved in communicating the importance and excitement of the field as well as teaching scientific information. Can you

remember in your school life any teachers or courses which "turned you off" to certain kinds of studies either because they made them too high-pressued, too impersonal, or too uninteresting? I have several such memories. How many adults have you heard who say "gee, this is a whole new world - I always though this topic was boring or too difficult when I was in school."

Curriculum in the Preschool

After four years, we have designed a preschool program model for planning programs or curricula rather than a specific series of things one should do in a preschool. The model has four components which need to be considered together as well as independently. The components vary in importance depending on the age, prior learning and school experience of the children. The four basic components of the model are:

1. Physical time and space arrangements.
2. Teacher-child relationships
3. Materials and media of instruction
4. Curriculum content

The first three topics are developed in separate papers. The curriculum content is placed last in the list, because we believe it is more important to look at the children we are teaching and to determine where they are before thinking about a program. (We are opposed to single programs for mass application). Depending on who the children are, and what particular styles, ranges of strengths and weaknesses, etc. they will bring to the school, we then consider what looks like the best way of meeting their human needs by the use of time and space and teacher-child relationship arrangements. We then consider for this group of children (or subgroup within a class) which kinds of materials are going to appeal to them, offer ready experiences with success, and maximize their enhancement of strengths,

while allowing us to expand their skills and insights. Just as a quick example, the fearful child who expects to be criticized is approached more easily when materials cannot drop, spill or break, and when they don't immediately suggest opportunities for success or failure. For such a child, we might do a lot with water and clay, and little with puzzles at the beginning, because the former suggests few rights and wrongs while the latter suggests many.

Having decided what kinds of arrangements will be most helpful to the children, i.e., make them comfortable, help them to get involved with school, offer high success which they can see for themselves, we then focus on content. In our programs we wanted to give children the maximum opportunity to build their sense of effectiveness in dealing with the world, through being very effective in dealing with school. We decided to start where we knew all the children would be comfortable and skilled, and to expand what they already had learned before coming to school, moving gradually into areas where they were less skilled. We believed that by providing the maximum opportunity for them to feel competent and effective in school we would be setting the scene for them to approach school with more confidence in their ability to master new things. We believe that language skills are extremely important, essential in fact for participation in the world of today and tomorrow. By language I am referring to communication skills, ability to exchange information and ideas, not to syntax. Language was so important in our view that we told teachers NOT TO ASK QUESTIONS, that is not to put the child in a position where they had to give-the-teacher-an-answer which mixes up communication with being correct and pleasing teacher. Teachers talked a lot to the children and reinforced and returned conversation, but they avoided (as much as adults can) the demand for answers, even to questions

like "how are you." (Try to spend time with a child without asking questions and you realize how much pressure we place on children for answers.) Formal language teaching was not emphasized until the second half of the year, by which time the children were all talking freely and comfortably, and were not threatened by the "teaching" of language.

Motor and Muscle Sense

We started with a wide variety of motor activities moving from what the children already knew and did well, to what they had never done. Big equipment gave way to tumbling mats, and a variety of "gym" activities. The children enjoyed these things, the teachers talked a lot about what was happening, and thus they combined verbal statements with experiences. They praised the children and demonstrated their pleasure in watching, and helping the children with variations the children introduced.

Touch

Next, motor and kinesthetic skills were de-emphasized and the sense of touch was maximized. Textures appeared everywhere - on the walls, in water, on tables, hanging from the ceiling, etc. Something new appeared each day on the science table to give a new touch experience. Teachers talked a lot about touch both at the initial period of the day when small groups met at a table, and during the course of the morning as the program was somewhat less structured. The goal here was to extend the children's experience and awareness of the variety of touch experiences from which one might learn about things. Weights were also introduced at this time. There was minimal emphasis on labeling the materials touched and handled unless the children asked. The teacher herself used the appropriate names frequently, but she did not ask the children to repeat them. She reinforced actively any child's use of new labels for touch sensations as well

as for materials. For our 3½ and 4 year old children the threat of question-answer-failure was already a threat to active learning and we didn't want to reinforce it by requiring the learning of labels until later in the year when they would learn them more readily because they would find them useful.

Vision

We next moved to vision which consumed about two to three months (Christmas holidays were in that period). We had tried to arrange the physical space to foster visual exploration from the beginning, and we introduced changes in some aspects of the visual environment while holding others constant. Things hung from the ceiling to draw children to look at the ceiling, as well as floor, and walls since all three dimensions are the boundaries of visual space. We moved from simple materials and pictures of people to more complex and sequenced pictures, to comparing visual stimuli in games and toys, to looking for things that were the same and different in various open and narrow visual spaces. The emphasis was on sensory education, at close range, and in a wider field rather than on labeling the visual input (Teachers used appropriate labels and reinforced their use, however). The visual world is a rich one, and much can be done to improve the visual aspects of all education but the preschool years are particularly good ones for such learning. For children, there is a tendency to separate what is standing still from what is moving, and to attend visually only when things are in motion, or suggestive of action. We had, during the motor phase, helped the children to connect their own actions with what they saw, by encouraging teachers to verbalize what the children were doing, e.g. what a toy car looks like from the top of

the slide when it is rolling down, when you are upside down, etc. Later, because we had often heard children comment, upon looking out a window, "I don't see anything" we used situations that both still and moving components, to help them focus on visual experience with static as well as dynamic scenes.

Hearing

Hearing is a sense that many investigators have studied in relation to language acquisition. It has been our impression that without adult help young children learn about the world more easily through their muscles, limbs, eyes and sense of touch than through hearing. When we hear things, the stimuli are here now and then they are gone - they don't stay around so we can study them at leisure. Most other sensory experiences allow repeat performances, e.g. touches, looks, etc. It seems that children need adult help in order to make full use of sound sensations much more than they need adult help with other sensations, though adults can help children a great deal in sorting out all kinds of sensory experiences. To develop auditory skills, the adult is essential. We have found that many of our children used their ears primarily to learn how to avoid trouble. They used their sense of hearing in limited ways. They learn to appreciate music and songs, and showed no evidence of hearing "deficit." However, they varied widely in their sensitivity to, and awareness of, differences in sounds. The children whose mothers talked to them a lot, and about many things, seemed to us to listen more carefully to adults' and children's speech as well as to sounds made by toys, food etc. They were interested not only in the sense of what was said, but in the nuances. We introduced a number of sound games through music and musical instruments, later

using songs and musical sounds to emphasize many different sound experiences. Later the children were introduced to sound games tables (the Montesori sound cylinders are an example) and they experimented with knocking and poinding on various surfaces, and with identifying and imitating animal sounds. These activities were emphasized before speech sounds. I want to make clear that we were not concerned with changing dialects as such. We were very interested in helping the children to identify a wide range of sounds to increase their sensitivity to communicative language patterns from a variety of speakers, and to use various word forms to convey ideas clearly. It is difficult to learn to read, whether one first learns to read in dialect or in standard English if one is not sensitive to verbal nuances. One must attend to the sounds that differentiate words and their visual forms from each other. That is as true for the Chinese or Italian child as for the Black child. For example, I have a hard time understanding Castillian or Puerto Rican Spanish because I am not attuned to hearing the nuances which are softly spoken, whereas I have less trouble with Mexican Spanish which makes word endings sharper.

Language

We have never considered language to be last in importance, although we arrived at a curriculum model which placed it last in sequence as a formal aspect of teaching. For a different group of children we might do the reverse, if they are more comfortable and effective with words than with motor or sensory experiences. We used the last third of the year almost exclusively for the purpose of fostering language development, especially encouraging decision-making, question-

asking and answer-seeking. Below are some particular aspects of language which we emphasized. Relative to materials, we used everything we could get ahold of that we could afford, and considered variety and multi-sensory aspects of the materials to be important for the fullest development of language skills. In a teacher-directed period, the teacher tried to extend the particular teaching focus to include ideas and comments which could be picked up in music, books conversations, and free play. Snack time was also used at this point in the year to reinforce and practice new learning. (We felt that children should be allowed to eat in peace and they were seldom asked to answer specific questions during snack time.) Observation indicated that most snack-time conversations were relevant to what was being emphasized in the teaching plan. This was most likely to occur if both children and teacher had enjoyed a particular kind of language topic or experience.

These are the particular messages we emphasized in language teaching:

1. That words help you to make sense of experiences and make it easier to share what you learn about things. (labeling, describing, reinforcing conversation, facilitating peer play.)

2. That there are ways of talking about experiences, i.e., <u>concepts</u>, which save time add clarity and help to better understand things and organize experiences, e.g.

a. contrasts: up/down, here/there, near/far, many/few, in/out, inside/outside, big/little, bigger and all the comparatives.

b. qualifying words: color, number, place, weight.

c. preposition phrases and connectives to specify time; location, direction, connectedness, complexity.

3. That most things happen in life with a before, a now and a later. Reading of pictures about the "now" scene, and moving to sequences of pictures, and to re-telling stories helps to build the child's sense of the sequential nature of experience, logic and time relationships, and where appropriate, cause and effect.

Summarizing the Curriculum

The environment has many properties, and these can be learned best if all sensory channels are open to information. In the first half to 2/3 of the year we focused on motoric skills, then touch, then sight and later hearing and smelling. The curriculum helps the child to really apprehend his environment (in French this is the word for learn). If the child can "take-in" through his senses what is present in his surroundings, then he has a rich core of experiences. No matter who the child is, he can increase his sensory awareness. All of our information about the world comes through the senses, and until they are educated, we waste a lot of intellectual effort processing limited information. Following the sensory emphasis (stimulation, awareness, organization) we moved to verbal communication skills and focused heavily on developing language proficiency. The teachers, and those of us doing the observing and the conceptualizing were convinced that children made greater progress in language when we waited until the latter part of the year to emphasize it, than they did in previous years when language was our preoccupation throughout the year. Sometimes the longest way round is still the shortest way home!

I haven't commented much in this paper on the arrangements of the classrooms which are discussed elsewhere. There was considerably

tighter structure (spatially and temporally) early in the year than later. The day's schedule moved from more quiet time and structured activity to more expansive use of time and space and self-chosen activities. One particularly ingenious idea, which the teaching supervisor introduced, was asking the children one by one, after music and before free-play, what they planned to do in their free-choice time. The were able to anticipate, verbalize the plan, accept alternatives if certain activities or materials were already chosen, and arrive at an appreciation of other children's interests and choices. This activity helped them to use language and thought in the service of play, and to build a reserve of ideas which had been mentioned by other children and which they might try another day. The public choice of an activity was used to help children negotiate disagreements about use of materials, since each child could call witnesses to document his prior claim.

The Use of Programmed Materials and Computer Assisted Instruction

In all I have said, I may have left the impression that I am opposed to programmed instruction or to the use of gadgets, technology or machines. That isn't the case. I am very concerned that educational technology serve the child and his learning needs, and very unhappy about programs which try to mold children to "fit" the available educational time-savers. In a program which has considered the needs of children, the arrangements of time, space, teachers, child groupings, etc. there is no reason why programmed materials and machines can't be used along with other materials and media of exchange (instruction). That is what machines are, however, materials and techniques not magical solutions. They must be intelligently used in conjunction with learning

goals. They should not determine the learning goals or the curriculum content, since that is to put the cart before the horse.

Within a program plan, the teaching of some skills can probably be done best by programmed devices, because many people have put much time into planning the teaching presentations they provide. Before children are "taught" anything, however, it is important that they be interested in learning, and for the child who has little interest, I would opt for more time in interpersonal contact and sensory education before teaching more complex skills. That is a personal preference, based on clinical judgment about the long-term learning payoff, and it can easily be challenged. There are some children, for example, who are frightened of adults but who like machines, and for them, the machines may be preferable to people. In relation to language, if one waits until children like to talk, are comfortable with talking, and have reason for expanding their communication skills, there are many devices and materials on the market which maximize the teacher's investment and minimize confusion for the learner. The Talking Typewriters, Language Masters, Matrix Games, and Peabody Language Kits, and many more commercial materials offer excitement, interest, and satisfaction to the child while helping him to acquire basic skills. My personal dream for the school of the future is a combination of the best in educational technology together with a collection of adults who offer a wide range of human experience, wisdom, and capacity for human relationships. Early education calls for a high people budget, and for the kinds of people whom Bettye Caldwell has called "nurchers;" i.e., people who can nurture as well as teach, guide, and inform. If the child is turned on to learning by sensitive adults, who are themselves active learners whatever their age, the brunt of skill-teaching can be

borne by programmed books and machines, leaving teachers in tutorial roles relative to basic skills, but placing them in very important facilitative and integrative roles relative to learning, as an expansive and integrative experience. Absolved of the responsibility for teaching reading and math skills, the teacher can concentrate on preparation of more complex materials, and provision of varied experiences from which children can learn to ask questions and search for answers. Most of all she can be available to students as a resource person who can lead them to reach higher, broader and deeper as they ask questions and seek answers about the world.

The tutorial teacher, who assists with skill development, and who supplements programmed materials does not need the same range of skills and resources as the integrative teacher who is a facilitator of learning. The one is technician, the other a catalyst, a bridge-builder a fellow wise man. The latter must be imaginative and capable of tolerating an atmosphere of inquiry, in which she will learn a great deal, but in which she will also be reminded of unanswered questions, and experience the anxiety generated by some questions which are too seldom asked.

## CHAPTER III

## THE TEACHER CHILD RELATIONSHIP IN PRESCHOOL

Teachers in this country have been relegated to second class citizenship almost by tradition. Teachers have been maligned with statements such as "those who can do, those who can't teach," when, in fact, teaching is a kind of doing, an extremely complex doing, which often requires a larger measure of insight and concern than most things we do to earn our bread. We have wondered if the amount of power the teacher keeps for herself in the classroom may be a direct result of society's view of her as a glorified governess. Just as we become interested in the "best" teacher to do the job, we also have to face the emergence of an educational technology which promises to teach more things, better. Children seem to love teaching machines -- sometimes they like them better than teachers. Are human teachers important, and if so, are there any aspects of learning for which they are indispensable?

It is necessary only to introspect about the significant learning experiences in one's own educational background to realize the importance of the teacher-student, or teacher-child, relationship. At any age, significant learning occurs because of significant people. We need to understand some of these relationships which, by their nature, tend to foster teaching and learning in our lives. For me, mutual respect, and a belief in the worth and potential of each participant in the teaching-learning interaction seem the most essential

more a teacher. She will spend most of her time teaching individuals or small groups, elaborating skills or concepts. She should continually look for ways to help the child learn to use his existing knowledge in new sitations and to use resources both from the people in the school (other teachers and peers) and from the materials and characteristics of the environment.

The teacher can assign children who need to work on a particular idea or skill to teaching areas set up for this purpose. He can then work with the teacher alone or in a very small group for ten or fifteen minutes in terms of his special needs. This should be done regularly so that children become accustomed to being called for a "special time" with a teacher. (Blank and Solomon, 1969, have had much success with a one-to-one tutorial language program, which involves a fifteen minute session each day for each child. This could be worked into a classroom program at this stage if the teachers have sufficient training in classroom management and individualized teaching.) Between the "special times" children are free to choose their own activities from separate interest areas or they may use large toys and equipment. They would continue to meet (most days) with their own group and special teacher for snack and story time, to maintain continuity and special relationships. Children who have friends in other small groups can invite them to their group for snack, or can go "visiting," which provides additional opportunities for planning and carrying out social activities.

components of naturalistic learning situations. For young children additional components such as warmth, understanding and flexibility seem essential.

The young child's first teacher is usually his mother. In many families he has many teachers in the form of grandparents, siblings, close friends and relatives. If they are patient, warm and take pleasure in his progress, he is truly blessed. These "nurchers"* don't need to know much about methods, nor about the psychology of learning. Children are attentive to the behaviors of people and who take care of them, and usually they enjoy imitating these "models." Children learn what they live, no matter what else we may teach them. They pattern themselves after the people in their lives, and they learn what to expect from the world of people and things according to their interactions with that world. There are many theories about the process by which children learn from adults. Some say they copy adults, or model their behavior after adults; some say they learn what adults reward them for learning, and learn not to do what adults are likely to punish. Others believe that children identify with adults and learn things in order to become like the adults and thereby gain approval. Whatever explanation you subscribe to, adults are intimately involved in early learning, whether they plan it or not. Children who are afraid of new things, and who are turned-off to school by the time they are

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*NURCHER, a role designation coined by Dr. Bettye Caldwell which is intended to convey both nurturing and supportive functions which adults play with young children as they guide, provide information and teach in the course of their care-taking activities.

three or four years old have usually learned from adults and from the world they live in to distrust new things, to expect trouble or at very least have no basis for guessing how things will turn out.

It is probably safe to say that, except for the hermits among us, we are all teachers. Adults and children learn about themselves and their world through all of their interactions with others. Teachers in the classroom have a more clearly defined "domain" for this process, perhaps, but we would all concede that much of the learning in our lives has occurred outside the classroom. Because teachers in schools do have a domain,--a place and time,-- they have tended to encourage the attitude that learning is only learning some thing, memorizing a set of facts or relationships, and that the student role is a passive one, while an outside source, teacher or machine, dictates what one is supposed to learn. An aspect of learning which is not often considered is how the child uses what he learns and more importantly, whether he uses it. It is assumed that because something is learned, it will follow that it is used. We have no evidence that such is the case, and several facts point to the conclusion that usually it is not.

A teacher who is committed to the program approach she is using, involved in her children, and confident in herself, is probably more important to the success of a program than the content. Weikert (1969) writes "human involvement of concerned teachers and staff is a key element to program success." If teachers are not truly involved with, or committed to a particular

program approach it is unlikely that they will make the necessary effort to cultivate the elements of the new program or integrate their style with the planned program. From much of the work which has been done (and is so well reported by Maccoby and Zellner, 1969) it seems that teachers become involved in a program to the extent that they understand it, are given freedom and responsibility and feedback.

The teacher's attitude toward her students cannot be discounted in any situation, but it is doubly important in working with disadvantaged children, as they seem to be especially sensitive to adult expectancy and reinforcement. A teacher's attitude toward a child can -- and probably has, in more cases than we know -- set the upper limits to his performance. Bushnell (in Maccoby and Zellner, 1969) writes of the teacher who said, "Ours are deprived children. You can't expect much of them." Rosenthal (1968) has shown that teacher expectancy does, in fact, determine performance.

Teacher-training "does not a teacher make" -- tho I am not at all suggesting that teaching requires no study or preparation. What seems very likely is that people differ in the kinds of teaching they do well. Some teachers can plan learning experiences better than others, and other teachers are better at presenting those experiences to children. Most of all, as a person, the teacher of young children should be able to respond easily to children, respect them, and listen to their messages about what they already know, what they are ready to learn, and what they may need to unlearn or relearn. In educating future

teachers, as well as in helping practicing teachers, we need likewise to be aware of what they already know, what they are ready to learn and what they may need to unlearn or relearn.

School learning, as with learning in life, can be roughly divided into two types -- 1) learning skills and facts, and 2) learning how to ask relevant questions and how to search for answers to those questions. Once a child learns how to ask relevant, appropriate questions, and how to go about finding and weighing answers to those questions, he has the tools to learn anything he wants -- and no one can stop him. It is the job of the teacher of young children to foster a disposition toward the world which says "I am a learner, world, and you are my study. . . . I shall study you and learn to understand, control and make you better by my own actions." Helping children acquire this disposition towards learning is something we don't know much about. It is not taught from books -- it is rather a way of approaching life and it seems to come thru involvement with adults who believe children can learn. Such adults expect them to learn ,reward rather than punish learning and facilitate learning through their own interests and activities as well as through experiences they provide. Such adults usually have very positive feelings about children and respect the rich human resource they represent. They find satisfaction in fostering the maximum growth in children even if the pupils become smarter than the teacher. Teachers don't need to pity children -- they need to respect them; they don't need to make excuses for the children -- they need to find ways to reach

them where they are. Teachers should not need to have their emotional needs met by children and they should not be so insecure they have to use children to demonstrate that they are important and powerful adults. Young children arouse all kinds of emotions in adults -- they are "programmed" to do so. It takes mature adults, or at least adults who know where there immaturities lie, to give children a sense of worth and power as persons which will help them most as learners.

Why do I make so much of the teacher-child interaction? Because I think skills can be taught better by machines than by people, and that attitudes and dispositions toward life and learning can be taught better by people. This makes it more and more necessary to focus on the role of the teacher as a human resource and as a resource for individual learning, rather than as a technician who trains children in the acquisition of specific skills and behaviors.

Program Planning and the Teacher-Child Relationship

A good relationship between two people is not static but changes as each grows and changes. Moreover, change is the goal of the preschool experience and we expect the child to change from a less to a more competent person. If we expect the child to change, we must plan for the teacher's behavior to change also, to meet the child's changing needs. Presented below are four stages in the preschool program reflecting planned changes in the teacher-child relationship. Each change has a developmental goal and a means or method for reaching that goal. The teacher must be sensitive to individual rates

of change for various children, as it is unlikely that they will all progress at the same rate.

A consistent goal during all the stages is to foster in the child the feeling that he is a unique and worthy individual. To do this a teacher must herself believe each child to be unique, worthy, and capable of growth and learning. Although there are some things one can do, e.g., putting his picture on the wall, or having a special place for his work, these techniques are meaningless unless accompanied by teacher behavior which springs from the teacher's own attitudes toward the child -- her enthusiasm about his accomplishment, her sensitivity to his special needs and pleasures, her addressing him by name when talking with or about him.

For clarity, the different phases of the teacher-child relationship are discussed in terms of 4 "stages" which run from the beginning to the end of the preschool year.

Stage I:

The goal at this first stage is to help the children overcome inhibitions to involvement with people, things, and experiences.

The teacher is giving, non-demanding, nurturant, and predictable. She adheres to a predictable schedule of activities, and makes the child aware that there is order, "a place for things," in the classroom. The goal at this stage is not to teach specific content, but to foster learning dispositions -- a readiness to learn, to experience new things. Thus, the teacher should not introduce a great number of new things at this early stage and should frequently repeat simple enjoyable activities.

There should be considerable carry-over in planned activities form one week to the next. It is best if she chooses materials which she enjoys working with and with which the children can be easily successful. Materials such as clay, water, finger paints, or other tactile materials are useful. Texture games and manipulative toys can be used if the teacher does not demand verbal responses from the children.

Physical activities, such as jumping or tumbling can be used to advantage during this stage, as most children are competent in this kind of activity. The teacher can point out the children's competence and make them aware of what they do with their bodies. Teacher participation is necessary to maintain high involvement with activities. If she does not herself jump, tumble, or slide, the teacher should make her own presence and involvement known through her facial expression and her frequent and varied comments. When outdoors, it is essential that the teacher keep her group close to her if she is to make her presence meaningful since in this early stage teacher presence is essential to maximize participation. The teacher must be within touch-range during this stage in which she is a full-time nurturing figure.

Stage II:

The goals of this stage are similar to those of the previous stage -- to try to reduce the inhibitions to people and experience. The difference lies in the addition of planned content-teaching during this stage. The teacher is trying to maximize positive reinforcement and to plan activities and manage groups to

prevent misbehavior. She does not ask questions of the children which require verbal answers, but acts as an interpreter for the children making them aware of the classroom possibilities, by casual commentary, about their experiences -- the crunch sounds they make when they chew, the high jump some child has just made, etc.

During this stage the teacher can begin introducing visual media. It is better to begin with objects rather than pictures. She can begin by focusing on objects in classroom, perhaps by a walk around the room to "see all the things we can find." There are many incidental ways to emphasize the visual mode of apprehending experience, e.g., hanging objects and mobiles from the ceiling, commenting on how things look and how they change. When the teacher begins to use pictures she should choose those which the children can identify. Pictures are not used at this stage so much to extend particular knowledge as to increase attention to aspects of the visual environment. One cannot have a fully developed sense of competence or effectance until/unless he has a sense of himself as capable of knowing things. Field trips may be introduced but they should be limited to local-trips within the range of the child's experience, e.g., a super market, a short walk, a busride, or a trip to a nearby park.

During Stage II, the teacher becomes a symbol of nurturance and support rather than a full-time mothering person. She begins to separate her roles so children can relate to her teaching functions as well as her nurturant ones.

Stage III:

The children should, by now, be considerably less inhibited and more accepting of experiences. The goal during this stage is to encourage expression of feelings, thoughts, actions and to encourage a more active role or interaction with the environment than just passive experience of it.

The teacher now expresses her own negative and positive feelings, she engages in teasing with the children. The special teacher is now longer the only teacher. The head teacher gradually moves into a more central position in the classroom. There will be group times when one teacher takes an activity for all children, with the special teacher out of the room, or in the background.

The stage marks the beginning of more focused teaching. Games which emphasize following direction, e.g., Simon Says are used here. The teacher continues to stress visual awareness and information-seeking, and adds to this an emphasis on listening to the sounds of the classroom, the sounds people can make, and the sounds of spoken language. Psychologically, the teacher is helping the child focus on her teaching role, and on the objectifying of external experience, i.e., she helps the child to deal with the real world as it is, and fosters distinctions between fantasies and realities.

Stage IV:

The goal at this last stage is to encourage independence and initiative in the child as he interacts with the environment, as well as supporting his freedom to engage in fantasy and roleplaying. The teacher is now much less a mother and much

An Example

In our preschool program, we placed considerable emphasis on the goals outlined in Stage I. To maximize the children's involvement with learning we selected teachers (most of them sub-professionals) who could invest their own energies in teaching without requiring that the children give back a great deal. There were three teachers assigned to a class of 18 children. Each teacher had six children as her "special" group, and they met in small areas bounded by bookcases, etc. to provide a sort of private "apartment." Such an arrangement seemed to make the best use of teacher time. Each teacher could get to know six children well and those children could turn to a single adult and be sure of her availability. Since for many children, the preschool teacher is at first an extension of mother, the small family group (1 teacher, 6 children) provides a natural transition between home and school. As the year wears on the teacher increases her teaching and guiding functions, and also encourages the children to work with the other teachers, just as she works with children outside her "inner circle." Throughout the year, the three inner circles of children and teachers in each classroom continue to get together at the beginning of the day, and for snack periods.

There are some clearly educational advantages to dividing the total class enrollment among the available teachers since individual needs are both more visible and easier to meet when a teacher is responsible for six children. Such an arrangement maximizes the contact between children and adults, and from

our point of view, makes excellent use of sub-professional personnel. One professional teacher can supervise several sub-professionals in their work with small groups, moving into the groups to demonstrate techniques and observing teachers and children for later discussion and critique.

CHAPTER IV

## SPACE AND TIME IN PRE-SCHOOL

Time and space are two aspects of the physical world which have considerable impact on young children's learning. As adults, most of us pay relatively little attention to the ways we can arrange space and time. We accept those two dimensions as relatively static aspects of our lives, to which we must adapt. How often do we look around us and ask what the buildings, the streets, the rooms of our houses are telling us? Listen to them, and quietly reflect on your response to the spaces you live and work in...it takes some practice, but the experience is worth a try. Likewise with time, most of us accept that a complex society cannot operate without schedules. The history of most schedules reveals little rationale in their choice, and a good deal of unexamined tradition in their continuence. We need to make a distinction between our time and space commitments as adults who function in a complex technological society, and the time and space dimensions of a learning situation for children. The school does not have to be a small adult society -- in fact, if it mimics the adult society too closely, it is probably outdated, and the children will have to unlearn a lot of things they learn there. Try, for the purposes of this discussion, to put aside the complicated questions about how teacher, walls, children, furniture and lunchrooms can be arranged flexibly so that time and space foster learning rather than limit it. I remember the bottles of canned tomatoes that my grandmother kept in the basement, with tightly sealed lids, dated to indicate their life expectancy. Many of the ways we plan time and space in schools are analogous to preserving tomatoes, but children are not like tomatoes. Neither are they like passive books full of facts, shelved in quiet library stacks, carefully indexed, and allowed to age and to become

"wise" with time.

Those of you who have a chance to visit a variety of elementary school classrooms as well as preschools, will observe intriguing differences in what goes on in the classrooms. I find that most observers quickly attribute differences between classes to the kinds of children, the teacher's style or experience, or to the materials and curriculum used in the class. Few will notice the physical climate -- the windows, the lighting, the temperature and humidity, and almost none will attribute the variations in child behavior to arrangements of walls, furniture, desks, or to the ways time is used by the teacher. Once attuned to uses of space and time one readily notices that most teachers arrange space to suit their personal tastes, or to reflect some vague belief in order or freedom. I was most aware of space variations and their effects in a Montessori school, where I observed tremendous variations in classrooms. Having satisfied myself that the usual differences in age, materials, etc. could not explain the variations, I attended to spatial arrangements, and the children's responses to the structures in the various rooms. Without getting too specific right here, I would just like to ask you to run through in your head the images you have of classroom arrangements and what differences you have noted in the way children behave in each. What do classrooms look like when you squat at child's eye level?

1. Space is the visual boundary and physical structure of the child's immediate world. From early infancy, children explore the visual world of their homes. They learn the physical limits of their movements. They learn the differences between rooms, places where they can and cannot go, heights to which they can and cannot climb. Children are less obvious than most animals about sniffing out new surroundings, but many children would if

they hadn't learned not to. It is a trying and difficult task to train children not to explore the space they are set loose in. There is a conflict between socialization pressures and the natural drive of the child to extend contact with his physical world. In their child-rearing parents handle the child's extension of himself in ways which will assure "appropriate" social behavior. What a child learns about the spaces he lives in and plays in will teach him something about what he can expect in new places. If he has learned that careful exploration reveals many interesting possibilities, he is likely to look around, touch, and try-out the new scene. If he has learned that it is o.k. to look and touch, but not manipulate things, he'll approach new situations with that posture. If he has learned that space is confusing, because there are different messages on different days, that sometimes you should sit still, and other times it is o.k. to reach out and touch, he will come to some conclusion based on the mix of messages and reinforcements he has received. The knowledge of various spaces and places helps the young child to make sense out of the physical world. In some situations, he learns that there are different places for doing different things, and that there are indoor and outdoor activities, places where he can go and places where he cannot. He has learned an approach to space before he comes to preschool, and he has used his experiences with space to organize some aspects of his experience with the world. What he has learned about space is important for us to know about. How we use space to help him learn must depend on his prior learning as well as on our judgments about how space can foster the organization of experiences.

2. Time is our way of connecting past, present and future. It is the way we understand change, life, and anything else that moves along. The

rate of change has to do with how much of something happens in a particular time. It is out of an interest in the stream of life, its beginning and ending, birth and death that children usually become interested in measures of time. Time, then helps children and adults to organize their lives in a somewhat orderly way. It puts things into succession, changes into perspective, and more philosophically provides a sense of oneness with all that is past and all that will be in the future. Very early in infancy, the child experiences pleasure and displeasures in some kind of alternation -- he is fed when he is hungry and has his diaper changed when he is wet. The alternation of his body states (providing they do alternate and he doesn't spend overly long periods in discomfort) provide a basic experience of time -- predictability of change. Later as the infant recognizes significant adults and that when they leave, they return -- there are cycles of coming and going added to comfort and discomfort. Very gradually, children gain some sense of before and after, and time segments like a day, yesterday and tomorrow. Time is defined all along by <u>events</u> which occur with some predictability. It is not a continuous thing at all. As the child gains a sense of time, however crude, he can organize experiences around time, and gain greater independence from the magic which he had assumed was at the bottom of it all. This is a long way of saying that time helps the young child to organize experience, helps him to remember and to connect things that happen to him, and to make sense out of a lot of discrete happenings. It is because of its importance as an organizer of experience that it is an important dimension to consider in the preschool.

For the young child, space helps to organize time and vice versa, i.e., things that remain the same, or are organized in space help a child to trace his movement from past to present, and to give him some sense of what is

changing and what is remaining the same. Space and time can be used in consciously planned ways to assist the young child to make sense out of his experiences, to make connections between them and to relate new experiences to what is familiar from the past, or it can be left to chance. Aside from the rigid "schedules" which characterized the child-rearing admonitions of a few generations ago, there has been little systematic attention given to the importance of time in the life of the child. Counsels relative to space have been concerned with quantity rather than function.

Children learn in time and space, whether it is planned or not. It is our theses that learning experiences in the preschool, will be most effective if the environment enhances the "match" between the child's needs and the learning goals. We think there are some ways of understanding the relationships between space-time and early learning which can guide classroom organization. We have outlined below some of the things we have found useful with groups of children along with a brief space-time background on how we arrived at these suggestions.

The Preschool Project

Since 1965 we have operated a research preschool on Chicago's Westside. We had many opportunities to observe children in our classrooms, on the playground and in the neighborhood of the housing development in four of whose apartments we conducted our school. We observed very early that many children were much freer on the playground than in the house-school, as they called it. In the classroom, we observed several kinds of phenomena which concerned us, and which seemed important to understand.

1. Some children, faced with unbounded space, became wild, increasingly agitated, and anxious as they ran trucks or themselves through the

space. Verbal controls were not useful for these children, and the amount of scolding they were getting from teachers seemed inappropriate. In situations where barriers physically broke-up the visual sense of space, the same children seemed to have very little trouble containing their activities. They enjoyed themselves as well, and manifested none of the erratic behavior observed in more open spaces.

2. Some children seemed overwhelmed by the size of the room, the other children, the number of adults, toys, etc. In addition ,the aggressive activity of other children further inhibited them. They sought out relatively protected places and seemed to become involved with classroom activities when they were relatively sheltered. Many times, they perceived "shelter" visually, whereas there might be no real shelter at all. If they could visually block some of the confusion and stimuli they could function as if they were physically protected.

3. Timing seemed to be a problem for many children, the time prescriptions which our teachers brought from their past experience in nursery education suggested that for three and four year olds active and quiet periods should be alternated. I am still not convinced of this plan for any child, since it is like a seesaw, with ups and downs. I personally favor gradual change rather than ups and downs, and such a preference may have colored my observations. In any event, there were children for whom the transitions from one activity to another were difficult, and who were getting alot of control and scolding from teachers. Other children became uncomfortable with transitions, and yet others who were conforming learned that conformity got them nowhere. We decided that we were not using time to serve either learning goals or children's needs, and we thus began to experiment with a variety of schedules.

Arranging Time and Space

Many of our children were uncomfortable when they entered school, just as any preschool child is likely to be, and as we are when we go to a new and unfamiliar place. Comfort seemed essential to involvement, and success in mastering the school environment seemed essential for learning other things. Consequently, we observed with these criteria in mind, and arrived at a sort of sequential model for the use of time and space, which seems to us to have merit. Of course, the importance of each step in the sequence will vary with the kinds of learning about time and space various children bring to their school. Some children may need to loosen rigid adherence to time and space convictions, while others may need help organizing their experiences in time and space.

In our attempts to organize space we typically have some "things" to push around -- cabinets, tables, etc., so we see immediate effects of our organization. When we organize time it is really ourselves -- and others whose time is ours -- that we arrange. We are both arrangers and arranged. It is perhaps for this reason that organizing space is easier for us to think about and talk about, though no more important, than organizing time.

We present our ideas on the organization of space first; they will be discussed in terms of four stages which we feel represent an optimal sequence in organizing spatial structure for one group of preschool children.

Stage I: In the initial phase it is essential that physical space be utilized to allay anxieties and to foster participation in the experiences school can offer. To this end children spent a large part of the morning in a semi-enclosed room with one teacher and a few other children. (A ratio of one teacher to five children is recommended.) The enclosure was temporary, constructed from lockers, cabinets, and other classroom furniture.

While some teachers objected to having lockers in the classroom, there are many reassurances to be gained early in the year by having all of a child's possessions within his view. The physical environment within the enclosure was cheerful and bright, not bland. The idea was not to limit stimulation entirely, but to bring it within manageable boundaries. The wall decorations were simple but understandable to the children, and non-threatening. (As they were learning primarily through physical channels early in our program, the physical space was probably more important than the visual stimulation.) The materials available were non-breakable, and without excessive challenge, i.e., they were easy to use and be successful with. The teacher was also part of the physical environment, and as such avoided standing above the children; rather she talked and played at their eye level as much as possible. She should convey confidence, enthusiasm, and cheerfulness. It is also advised that pillows or a rug be used in each area, as opposed to tables and chairs, except for snacks where they are necessary. Children are more physically restricted by tables and chairs, and these pieces of equipment present physical obstacles to a free, physical exchange with the teacher (we used a combination of pillows and tables). Everything in the small area was considered from the child's view -- both his eye-level view and his psychological view. We wanted him to be looking at, and living within, a secure, ordered, comfortable space. It is helpful to the teacher to squat down to child height often to examine her area. In so doing she notes that such things as a bunch of papers on top of a cabinet add to the child's confusion about an environment's unpredictability.

In Stage I, and for the better part of at least Stages II and III, there were numerous observable ways of individualizing the child -- a symbol which belonged to the child, his name written large on things, a special

place on the wall of his area in which his pictures, constructions, were placed, his special locker, a box for his special things. The more the child was "connected" to his school space, the more he felt part of it.

Although, at this early stage, a group of children stayed primarily in its own area with its special teacher, there were other areas of the classroom which were for common use, such as a doll corner, kitchen, block area, and truck area. These areas were used by any of the three groups, during designated times, but it is advised that only one small group use a given area at any one time. For example, while one group is in the block area, another might be outdoors and another in the doll-living area, or in the kitchen cooking. This small group size permitted each teacher to participate in the play activities of her group rather than becoming just a "policeman" as often happens if the groups are larger. It also offers a variety of play opportunities which can be used by all three groups since it is neither feasible nor desirable to have all the materials in the small areas, particularly large equipment, of which there may be only one set. There is no advantage in equipping each area to be completely independent, since the eventual goal is to share interest areas and materials and the whole classroom.

Stage II: As stated earlier children do vary in their readiness to move from one type of physical setting to another. We believe there is greater advantage in remaining in more enclosed areas in case of doubt since children view as failure their inability to handle too much space too soon. For the most withdrawn, uncontrolled or anxious children, the enclosure remained essentially the same for six to eight weeks. At that point, one of its walls (cabinets) was removed to "open" it somewhat to the rest of the room. The criterion was whether one could look out of the area from

child height, seeing other parts of the classroom to a greater extent than before but with some sense of manageable boundaries. The area continued to remain a home-base, the locus of most activities.

At this stage we introduced many things to emphasize awareness of and control over space. Mobiles, attention to "our" area versus that of other areas, emphasis on things of the children in that area, pictures of them, drawings they had made.

Psychologically the child was being helped to form a group identity without as much support from physical space as before. He was being asked to consider the extensions of space, the location of himself in his space, and the relation of that space to other people's space, the idea of general play space, versus a particular group's area. These are global ways of differentiating the functions of space, and are precursors to more specific differentiations. The child was still (in Stage II) not asked to see himself as part of the <u>total</u> class of children and teachers, although he was aware that other groups like his existed and did similar things. If it was decided that all the groups in one classroom would have music time together, a group's special teacher remained within eye and physical contact.

The importance of teacher being almost always within the child's sight in Stage I and through Stage II cannot be over-emphasized. We were concerned with the simplicity of a predictable, orderly, perceptual (largely visual) world.

<u>Stage III</u>: At this time, (midyear for anxious, poorly controlled, non-participating children, perhaps earlier for other groups) it was time to convert the spatial arrangement to a look more like a typical preschool. The actual physical areas remained intact, but their <u>functions</u> changed.

The small groups continued to meet together at the beginning of the day, for snack or other activity but the areas were used for particular interests. Whereas, formerly the areas had similar materials, they now served as the block area, book area, doll house, puppet, or other area, dependent on the program content at that time. The children in a sense "borrowed" each others areas for group functions, and shared the contents of their area with others. A larger part of the schedule was devoted to interest areas, where now the teacher involved was not always the child's special teacher and other children there might not be his special group members. Whether in free choice or assigned activity, the children began to associate with other children and teachers for a large part of the morning, even though the activity times were scheduled and his location at a particular time chosen to meet his needs. It was important that the small group meet together with its special teacher at least for a portion of the morning, predictably, as for snack, or morning orientation. The use of spatial barriers was still considered important for the children to gain maximally from participating in the experiences offered by each area, and not be unduly distracted by what was happening nearby.

Stage IV: At this stage (about April 1, in our case) the physical environment became essentially like an enriched preschool or kindergarten room, with distinct interest areas, but without clearly demarcated enclosures for the children. The physical presence of one teacher for each small group was no longer necessary. The children, by this time, were well acquainted with the other teachers. It was important that the teacher be attentive to her former "specials" but not work with them exclusively. I would recommend that the individualization process remain in focus by keeping an area for each child's work on the wall, if that is feasible. By this time in the

year, the physical environment should be viewed as enriching and facilitating learning rather than serving the earlier purpose, which was essentially to support development of ego boundaries and a sense of self in relation to school.

Time

The time sequence may or may not be relatively simpler, but we have less concrete wisdom to offer; basically, the sequence was this:

1. The preschool day was planned in terms of time segments of about twenty minutes each, counting each as one unit. We assumed that no time should be designated as transition time, that transitions should be part of the next activity.

2. Depending on the total picture of child, teacher-child relationships and the goals for that subgroup of children, activities were planned in units which were directed most carefully by the teacher at the beginning of the morning, and least directed at the end of the morning.

3. The first time unit was devoted to entry behavior, preferably with the teacher already located at the area where her group met. The children came immediately there to meet her and the other children who have arrived. (We kept the lockers in the small teacher-child areas in the first part of the year so the helping-off-with-coat routine could be part of that time.) The teacher had some activity going before the first child arrived, and included the others as they came. Before the end of this time segment, she commented on who was there and who was absent, and what would happen that day in sequence. She rehearsed for the children the same schedule each day, and used the same basic vocabulary, adding particulars for a given day as appropriate. She then moved immediately into the next activity with her group, which in our case was a semi-structured teaching activity early in

the year, then to outdoor play or snack, all of which occurred in small group, same children, same teacher, same time everyday. (Snack and outdoor play were alternated to give the outdoor space to small groups alternately.) Next came story, or picture talk, music and/or talk about events that were going on, and a brief period of free-choice play.

4. Transitions that involve snack or outdoor play were minimized by having all equipment ready in the teacher-child area before the day began. We were convinced that the best way to foster completion of a prior activity was to get the next one in motion, and to eliminate the waiting time for "everyone to be ready." As an example, for music, the teacher leading the whole class moved to the designated area immediately and drew children to her rather than waiting for them. Waiting is an important time word -- it says, "you must meet my time, than I'll do something with you." A teacher's presence and anticipation of what is to begin invests her time and importance in the new activity and she doesn't wait very long for children to identify with her involvement. She becomes a visible model of involvement not a cowboy rounding up cattle.

After a few months, when the planning of time and space have hopefully worked their charm on the children, and driving the teachers crazy, time segments can be shifted but not without considerable preparation. That is NOT because children cannot adapt to change -- obviously they can. It is because we want them to know that time is something they can plan and use as part of learning about how the world works. What occurs initially is a combination of time periods -- i.e., we'll do both x and y before we go out. If we spend alot of time on x, there will be less for y.

Towards the latter part of the year, more time was given to free-choice play, to permit the individualization of teaching, and also to permit the

children to try out in their own ways and come to "own" things they had learned. Since they were usually much better able to use their own resources, teachers did not spend much time monitoring or playing traffic-cop. Children who had learned to do things in a classroom, and who had been helped to organize their experiences required rather little "watching." The need for teacher intervention was usually a clue that children had not been helped as much as they could to use space, time and materials comfortably and effectively in the service of their own growth needs.

The last month of school (or more depending on the situation) time can be experimented with in a variety of ways to help the children learn what happens "if we do this first," or "if we spend lots of time doing that," "what do we miss if we do this and not that." Ultimately, time, like anything else, can help to raise questions about the world, its predictability, its manipulability and the pleasures and possibilities it holds.

Summing Up

What I want to convey is a sense of how time and space are important aspects in planning and operating a learning environment. You may accept or question some of my ideas about why space and time are important to learning, or about the particular ways in which we used time and space in our preschool. We still have many more questions than answers, and we are not at all sure which child characteristics go best with which time or space arrangements. Because of a tendency for chance prescriptions to be taken as research findings, I want to remind you that most of this is speculative, and the experimentation has been by trial and error, and without any hard evaluation. There is a reasonable conceptual framework to guide us but very few specifics. We do have data which may help us to compare children who were taught in different situations; however, there are so many other

variables impinging that these data will be more suggestive of hypotheses than anything else.

For those of you who do observe children, or teach children or teachers, I would encourage you to watch children and adults in a variety of time and space situations, to experience your own behavior in various combinations of space and time, and to encourage discussion of these important issues.

CHAPTER V

# CURRICULUM GUIDE

## Preschool Program 1968-69

Compiled By
Berneice Weissbourd M.A.
Educational Supervisor

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|---|---|
| Head Teachers: | Berneice Weissbourd<br>Lauranita Dugas |
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The following curriculum guide outlines the program as carried out with our Wave IV children in the 1968-69 school year. It incorporates many of the previous year's programming ideas.There were two classrooms -- Rooms 112 and 114. Room 112 was a homogeneous group of low-competence children. Room 114 had a full range of children, about 1/4 of whom were in the low-competence category. We used the same general framework in planning for both classrooms, altho the pace was more rapid and the concepts and materials more complex at times for the mixed group. Our attempts to build a flexible model for preschool programming guided our plans during the year as we accommodated to group and individual needs.

As with any curriculum guide on the preschool, there were some days when the program looked more like the outline than others. Frequent staff discussions helped monitor day-to-day activity.

OCTOBER

The first month "sets the stage" -- The relationship between teacher and child is begun, and the teacher must be "totally aware" of the child's presence, sensitive and responsive to him from greeting at the door to his leaving for home. The room should be cheerful, and the child grow from being wary about his new experience to being sure that a nursery school is "a fine place to be."

I. Physical arrangement of room

A. Small, separated areas to provide maximum individual contact with teachers, and to establish boundaries to stimuli.

a. Interesting, intriguing materials in each area.

b. Each area a microcosm of nursery school equipment -- puzzles, art supplies, table toys, small dolls, etc.

c. Order in materials -- not too many, not too difficult, each in its place -- to foster feelings of comfort and success and prevent accidents or failures.

B. Large area for gross motor activity, equipped with slides, ladders, mats, etc. Should be a very inviting part of the room because of the initial stress on opportunities for large physical movements. Purpose -- to enhance motor effectance which is already somewhat developed.

C. Areas for free-play: doll house area with telephones, big blocks and large trucks area, place for water play (water table, mopping, etc.). Purpose -- to expose children to range of age appropriate materials which are within their experience.

D. Rug for group activity -- with books nearby for just "lying down and looking."

E. Table for display -- things teacher brings in, or child collects, materials to touch and feel,

F. Living things -- children look and attend to things in motion.

II. Individualization of child

A. Child has own locker with locker symbol.

B. Child has own box with same symbol.

C. Child has name on wall where his things are hung.

D. Take photograph of each child, and hang it on his wall space.

E. Child has individual puzzle, chosen for his level, in his locker.

F. Teacher draws picture of child often, colors it like his clothes, etc.

G. Teacher tells stories about each child in group.

III. Program for increasing child's sense of effectiveness in meeting the world.

A. Motor emphasis

This being an area where the children already feel more at ease makes it a natural springboard for activity and involvement.

B. Tactile stimulation

a. Use three-dimensional decorations for the room.

b. Use materials of different tactile textures (powder puffs, sandpaper, sponges, cotton, fur, to make decorations). Have hangings of different materials.

c. Encourage feeling and touching

d. Give words to what it "feels like"

C. Introduce new materials -- play dough, soap painting, texture collages (cotton, silk, wood, etc. one at a time).

IV. Provide security and predictability in the environment.

A. Have a daily schedule which is adhered to.

B. Verbalize and demonstrate the schedule using gestures so the child gets the sense of structure, and verbalize any changes or transitions which will be taking place. The outline of the morning program should be a predictable element for the child.

C. Transitions should be fostered by teacher leading way and becoming involved in new activity.

D. Have order in classroom equipment, and have the child aware of and helping to maintain that order.

The scene is one of expanding the areas of the child's effectiveness in an atmosphere of freedom within structure. The child is helped to become aware of his environment, to feel it, to touch it, to move about freely in it, to open his eyes and be able to see what's there. Later will come the knowledge that he can change it. For the first month, it suffices that he learns what it is, how he feels in it, how effective he is in relating to it, and really, how he can enjoy it. We are assuming that all learning is maximized if the child is free to move, to reach out, to explore by touch.

OCTOBER

First Activity of Day -- to set an atmosphere which is comfortable and which fosters involvement and success and minimizes chances for failure.

Week I

T. Play-dough (one color).

W. Paint buckets (ice cream buckets used as waste baskets in each area -- same color).

Th. Play-dough-with cookie cutters.

F. Brush paint on newspaper.

Week II

M. Brush paint on newspaper.

T. Sponge painting.

W. Soap painting.

Th. Play-dough.

F. Texture collage.

Week III

M. Soap painting.

T. Tear paper and paste to make collage.

W. Cut paper and paste to make collage.

Th. Finger paint.

F. Play-dough.

Week IV -- Halloween

M. Make pumpkin faces on construction paper (pasted).

T. Make, by adding parts, not cutting out, faces on real pumpkins. One small pumpkin for each child to take home his own.

W. Cut out large pumpkin faces (one for each group). Cook seeds and salt them to eat.

Th. Put orange frosting on cookies for party children are giving for parents at end of morning.

F. Brush paint.

Note that the weekly activities are planned both to introduce new materials and experiences, and to repeat the same experiences. Monday invariably provides something done before, to aid the child in his sense of continuity and comfort in his environment. Materials are used again and again so the child may further explore them as well as feel increasingly comfortable and effective using them.

OCTOBER

Table Toys (available in Teacher Directed Times and/or in Free Play)

Simple table toys -- Beads to string (large beads)

4-5 piece puzzles

Nesting blocks

Table blocks

Peg-boards

Hammer-nail sets

Rubber people -- puppets

Crayons -- paper

Small cars

Room 114 -- Simple Montessorri "long shape" boards

More difficult puzzles

Fit and shape toys -- post-office box, etc.

Books

"Feel" books -- Pat the Bunny, etc.

Cloth books

Very simple books -- 1 picture to page; objects, animals, etc.

"Do" books -- button, zip, etc.

"Big" books -- with big, dramatic pictures

Outdoor Time

Use large balls (to establish teacher-child contact in play)

Bicycles -- enough for whole group (6) with its teacher

Wagons

Music (emphasizes movement, individual identity, enjoyment)

Music activities in both classrooms were chosen for 1) Individualizing each child -- songs of names, identification, etc.; 2) Encouraging body movement -- songs, records using motions, drum for rhythms; 3) Stimulating confidence in child's own ideas -- songs and games where child is leader, child suggests motions; and 4) Beginning concept of "listening" -- hearing short records, hearing songs while resting, etc.

Room 114 -- Hello! Hello!

Nursery rhymes -- Ring around the Rosy, Jack and Jill, Patty Cake, This Little Piggy Went to Market

Eyes, Ears, Nose, Mouth

Clap Your Hands

Kit on Board

Johnny Has One Friend

Room 112 -- "Drum Talk" (child claps drum sounds, chants with teachers, makes up his own "talk" on drum)

Chant with each child's name ("I see _____ pretty eyes")

Movement to drum -- walking, running, skipping, etc.

Imitate teachers movements (patting lap, head, stamping, swing arms, etc., ad infinitum). Imitate child's movements

Songs

For movement -- Clap Your Hands

Hey, Betty Martin

Spin Like a Top (made up by Teacher because children enjoyed spinning motion)

For rest -- Hush, L'il Baby

Brahms' Lullaby

For names -- Hello! Hello!

Finger plays -- Two Little Birdies (use all children's names)

Activity records -- Rainy Day

When the Sun Shines

NOVEMBER - DECEMBER

By this month we started moving into activities specifically involving visual organization and visual perceptual skills. It must be remembered that no previous goals are eliminated or "finished" -- at this point it is simply that new ones are added. Later, it is assumed that the "stage has been set", and that the emphasis will change -- that the child will feel sufficiently secure to be aided in pursuing his own endeavors. Now however, to the entire set of activities involving good self concept is added that of sense of achievement in learning tasks.

Other areas emerge in which to help the child have a sense of his own competence, and other ways of working at these. As the needs change, so does the physical arrangement of the room, the choice of table toys, the introduction of new equipments. Also, the variation in needs

between the two classrooms become apparent. Following is a delineation of the "how-to" as it applies to the months of November and December (discussed together since, due to the holidays, they are short months).

I. Organization of visual experience.

A. Concept -- November - faces. December - whole bodies.

Face and body were chosen as content because of potential for emphasizing self concept at the same time as fostering concepts which could be developed from many other possible contents and materials.

B. Textures

a. Starting with hard and soft. Later adding scratchy, furry, rubber, etc. (Adds visual observation to tactile experience)

b. Textures changing from hard to soft and vice versa. Ice to water, cooking noodles, cranberries, making jello, etc. (Focus on observation of change, not on explaining its "why".)

II. Development of self-image

A. Encouraging child to take small risks -- jumping higher, pouring milk, etc.

B. Providing opportunities for self-help; serving at snack time, dressing self, hanging things on wall, etc.

C. Individualize child in tasks so he can experience success in achievement at his own level and get practice in areas where he needs it.

D. Help child to increase concentration span and finish tasks.

E. Talk about who is here, who is not to focus on importance of each individual and to foster awareness of group composition.

III. Discipline

Discipline "problems" arise as the children feel more secure and free, and therefore are a positive sign. The period of "testing" emerged, which is in itself an appeal to set limits. These were discussed with the teachers, and translated to the children as the occasion arose. The additional comfort of knowing that limits do exist, and that they are firm and predictable, was the next step in the child's sense of sureness in "Who am I"

IV. Expansion of Self-Directed Activity-Free Play Time

The low-competence children's deficits became very obvious in "free play" time. Teacher needs to be a catalyst for play, to be involved in play, and to stimulate child to develop his own ideas. She intervenes in perseverative play and helps child find new things, try out ideas, etc. With more mature children, free play time required help for the child unable to get involved and to help him find a spot where he could be comfortable, to test out his ideas. For the other children it was necessary for the teacher to be alert to direct activity toward constructive projects before it became random disorganized or possibly wild.

V. Expanded experiences

A. Science table

a. Items of various textures brought by teacher: cactus, gourds, cotton, leaves, corn (also items of season, attractive to see and touch). Also fur skins, rabbit tails for "feel".

b. Items brought by children -- hard and soft. Rocks, branches, paper, rubberbands, etc.

B. Observation walks -- children taken on walks and encouraged to look at their immediate surroundings, talk about what they see.

VI. Changes in room environment

A. Wall hangings changed to pictures of faces -- all kinds of people (predominately black), faces expressing a variety of feelings. Comments were made frequently about appearance of people, what they were doing, their feelings, etc.

B. Charts on wall comprised of hard and soft items brought by children and labelled.

C. At end of November, the large muscle equipment was removed from classroom. Children used mats on the floor for somersaults, tumbling, wrestling, etc. during gym period to further expand motor skills and allow for variations.

D. Room 114. Introduce more complicated table toys. Brought out good selection of unit blocks for building.

E. Hangings from ceilings -- soft pieces, etc. At eye level so children could touch and toss about and be drawn to looking at the upper parts of their environment.

VII. Giving directions

A. In December, as a result of being aware of the children's lack of ability to <u>hear</u>, integrate and follow directions, we began the auditory aspect of the program early with giving lots of directions. Teachers were made conscious of the need to tell child a simple, specific thing on which he could follow through. "Put the book on the book rack, please." "Get a sponge for me from the sink", etc. Later we added more complicated things -- "Let's make a line behind Johnny"; "Hang that picture <u>on top of</u> the one with the horse in it," etc. Directions were emphasized at gym time and music time particularly.

In addition to the specific concepts stated under I, there were other concepts to be learned in the processes of the morning activities. We concentrated at first on the concepts of up, down, in, out -- used them in gym play, block play, music time, etc. Colors were spoken of and referred to in the course of the day, so that color awareness was created. Numbers were also used as they came naturally -- candles on the cake, counting to ten while waiting for Polaroid camera pictures, counting children at the table, etc. No demand for producing a response on any of these activities, but the atmosphere was "saturated" with these concepts and the children absorbed them as they played to the degree they were ready. Christmas preparations took much time towards the end of the month. The children made decorations, etc.

NOVEMBER -- Weekly schedules (First activity of the day)

Week I -- 11/4

M. Play-dough

T. (Holiday)

W. Paste eyes, nose, mouth on outline of face

Th. Make paper bag masks

F. Make raisin faces on gingerbread cookies

Week II -- 11/11

M. Holiday

T. Make faces with crayons and paper (children begin to add ears, eyebrows, hair, etc.)

W. Play-dough faces

Th. Paint faces on newspaper

F. Chalk paint

Week III -- 11/18

M. Paste parts on faces

T. Make faces adding yarn for hair and eyebrows

W. Make masks

Th. Cut faces from magazines

F. Make face collages

Week IV -- 11/25 -- Thanksgiving

M. Play-dough, making faces

T. Cook cranberry mold

W. Make cookies for party

Th., F. Holiday

DECEMBER -- Weekly schedules

First activity -- Body emphasized

Week I -- 12/3

M. Face puzzles (Puzzles made by teachers from large pictures of faces and then cut into three parts -- eyes, nose, mouth)

T. Start on bodies -- paste body parts on paper to make people

W. Finger paint people

Th. Make brown paper outlines of each child which he colors

F. Draw people with crayons on paper

Week II -- 12/10

M. Play-dough people

T. Cut people out of magazines

W. Draw people

Th. Brush paint people

F. Start Christmas decorations -- cut and paste strips, chains

Week III -- 12/17

M. Decorate and glitter Christmas shapes -- bells, stars, Santas

T. Make picture frames with finger paint (for photos of child.)

W. Make wrapping paper by sponge painting

Th. Make paper dolls

F. Party -- make decorations with mothers for tree at home

NOVEMBER- DECEMBER

Table Toys

Puzzles and table toys exchanged between rooms to extend variety

More complicated table toys added -- shape boards, mix-and-match charts, number toys

Plastic disks

Wooden train sets

More complicated puzzles -- 17,18 pieces. In Room 112 puzzles were individualized so each child had a puzzle of his own -- at his level -- in his locker. As he became tired of it, it was exchanged for one slightly more difficult.

Room 114 -- Lego

Lincoln Logs

Unit blocks

Books

Stories about people -- "Whistle for Willie," "One Snowy Day," "Carrot Seed ," "The Wild Things ," etc.

New books about people gradually added as early simple books were being removed. Books were chosen for the story they told, and the interest they created. Many of the groups developed their "favorite."

Music

Room 114

Records

Activity records -- YPR records

Story records -- Carrot Seed
Train to the Zoo

"Soul" music -- for free dancing

Rhythm instruments -- sticks, bells

Songs -- Ten Little Indians
Christmas songs

Room 112

Movement -- more extensive movements to drum, follow the leader game, "Clap Your Hands" etc. of last month. Use of same activities, but constantly expanded.

Added: Bicycle game (Children lie on backs with legs as bicycles going "up the hill and down" as drum goes slow and fast.)

Row Your Boat -- children become boats on floor rocking gently or forcefully as "water rises and falls"

Songs: Where O'Where (hiding and naming game)
Jesus Loves Me (introduced by a child)
Rock-a-my Soul
Christmas songs

Finger play: Eensy-Weensy spider

Dance-song: Mazoo

Records: Soul records
Waltz records
March records

Free dancing to these with "listening" to the different styles and moving accordingly

Rhythm instruments: sticks and bells (talked about, differentiated, used for songs and records as indicated by sounds)

Music chosen to increase variety of body movements, stimulate child's imagination, develop more refined listening skills, and, in addition, to follow verbal directions -- up, down, make-a-circle, take a partner, etc. Each of these areas corresponds with stress in classroom activities. Essentially, music time should always make the child feel good.

JANUARY

In reviewing the first three months and assessing the level of the children's development as of January, it was felt that the children were obviously less inhibited, more assertive, demanding -- that is, more aware of their effect on the environment and more sure of their self-worth. A positive relationship with a teacher had been achieved. The children were more free, but not sufficiently. "C" kids in both classrooms were more confident, sure, comfortable -- but not yet inquisitive, creative, curious. Free play still had a repetitive, static quality.

It seemed appropriate now to emphasize the development of cognitive abilities further and proceed to more specifically cognitive goals. All of the children were aware of order and structure. There were great variations in ability to reach out to new experience and to solve problems. Children's feelings were more confident and were now conducive to concept learning.

Language, now existing in terms of an environment of open and free communication, could become a focus in terms of development, refinement, expansion. The first step for this was auditory discrimination training and just as the rooms had at first been designed for tactile stimulation and later for visual observation, they now

became centers of sound. Teachers were urged to be "sound conscious," to hear the sounds in the environment, to create sounds in the environment and to make children aware of listening.

With the emphasis on cognition, other changes became necessary. The daily schedules were changed to include a period designated as "study time" which was devoted to specific learning concepts. Feeling that the most significant learning for 4-year olds is thru activity, study time was planned to achieve learning thru doing. It became apparent in the cognitive development program that the need to help children individually was most significant. Ability to focus on new concepts differed markedly among the children and the sense of achievement was tenuous for low functioning children working with more able children. Therefore, there was a re-grouping for study time. The children who needed most help were in one group and with their teacher worked on less complex tasks which would enable them to focus-in on a primary level where they could get a foothold. Activities were planned following the principles established at the beginning of the year -- sense of organization and structure established in entire classroom procedure continued for expanded experiences.

I. Concepts in cognitive growth.

A. Continue with faces and bodies, with emphasis being on people's feelings. Have children both perceive expression of feelings -- anger, joy, playfulness, sadness, etc. and talk about them. Achieved thru a wide variety of pictures chosen to clearly show expressive faces and situations; thru puppet play; thru felt board stories, etc.

B. Move from people to their environment.

a. Furniture -- naming of pieces of furniture, classifying furniture in appropriate rooms, knowing function -- "what is it for?"

b. Food -- experimenting with wide variety. Snack time becoming important for tasting, naming classifying foods.

C. Specific concepts.

a. Size

b. Color

c. Number

d. Direction

As stated before, the atmosphere was saturated with the casual use of these concepts. (p. 12) Now, teachers were made aware of a more constant use, and more specific use. As stories were read, the pictures were discussed as to size, color, etc. Children were given direction to follow according to the color of their clothes; the number of children in school, at the table were consistently counted, etc. During table toy time constant differentiation was made by -- "the big puzzle piece." "Let's use the yellow block on top of the blue." "How many pieces do you have left?" etc.

D. Symbols

a. Name recognition. Name plate was made for each child. Used in a variety of identification games and at snack time for place cards.

b. Time sequence job boards. Child identified his name and job for the day by a symbol representing the job, eg. napkin for

distributing napkins. Became aware of names of days of week, of sequence of days, of coordinating name with his job.

II. Language development -- Auditory discrimination.

A. Emphasis on awareness of sounds. Teachers were cued in on making children constantly aware of sounds -- "Do you hear that water running?" "I just heard something. Listen. What is it?" etc.

B. Food choice. Food chosen for sound it makes -- carrots, celery, sugar crisp, etc.

C. Musical Instruments were available for monitored experimentation at free play time.

D. Music.

E. Books.

III. Changes in room environment.

A. Pictures on wall

a. Wide variety of people; expressive faces, groups of people, people in activities (children playing ball, men working, etc.)

b. Furniture -- individual, and grouped according to rooms.

B. Different melody bells hung. Mobiles of instruments -- variety of bells, pat-a-pans, castanets, etc.

C. Table toys -- more difficult puzzles and games, cards, dominoes, etc.

D. Doll house, plastic furniture added.

E. Food in doll corner -- corn, beans, cereals, bread, etc.

IV. Individualization of children.

A. Re-grouping for study time -- each classroom now had two general groups plus one group of children who needed special help

of one kind or another. See daily schedules.

B. Table-toy time. Teachers were aware of directing a child to new and challenging table toys wherever he was perseverating. They were conscious of a child's ability level and presented materials that would avoid frustration, helped a child to achieve a more difficult task in table toys as soon as he was ready.

C. Staff meetings included discussions of individual children so every teacher had knowledge of all children, and a common pattern for handling each child was established.

V. Free Play

A. Continued to encourage expanded activities, exploration, trying out new things and expanding old ideas.

B. In some instances the emphasis was on helping a child choose an activity and focus-in on it.

C. Since "study time" in the new schedule, no longer included art materials, an art activity was always available at free play time. The focus in choosing art materials at free-play remained on manipulative, expressive materials -- play-dough, finger-paint, large brush painting, soap paint, etc.

VI. "Science" experiences -- Observational experiences.

A. Snow

a. Filled pails with snow and let it melt.

b. Put snow in freezer and watched it stay snow.

c. Tasted snow.

B. Food -- Had displays of food.

JANUARY -- Weekly schedules

Week I

T. Make paper crayon people

W. Cut out paper crayon people and add clothes

Th. Make play-dough people and snow men

F. Cut out pictures from magazines of people and of people in action

Week II

M. Cut out pictures of people and paste them on construction paper

T. Study time with re-grouping started. Following schedules are for general groups. Low functioning groups reviewed past work on faces, simple discrimination activities, used matrix boards for classification and identification, etc. Look at people and faces. Talk of expressions. Use puppets for showing anger, playfulness, etc.

W. MLK Day -- no school

Th. Show furniture pictures, sort them, discuss their function

F. Arrange rooms on construction paper -- bedroom, kitchen, etc.

Week III

M. Continue arranging rooms

T. Observe pictures hanging on walls (of people and activities) and talk about them.

W. Have plastic furniture. Arrange rooms, add people, encourage making up stories.

Th. Play furniture card game

F. Cut out pictures of foods from magazines -- talk about them.

Week IV

M. Cut out food pictures and paste them. Some children did this in categories -- fruits, vegetables, meats, etc.

T. Continue same as M.

W. Match halves and fourths of fruit made of contruction paper

Th. Apple, banana, orange, etc.

F. Make food books (collect all food work and staple them into books).

Weeks III and IV with lower groups

Made puzzle people

Pasted parts together to make a person

Drew missing parts of a person

Observation and identification -- used large pictures of boys, shoes, of all kinds and sizes. Concentrated on concepts of big and little.

These groups also studies foods, in a simple way, and without classifying them into categories.

Remaining periods were coordinated as indicated in general plan for the month

Room 114

9:30 Table Toy time

Help child with appropriate table toy. Use expressions of size, color, number, direction freely

10:00 Study time

Children in new groups. Schedule for each

10:30 Outdoors

10:45 Snack time -- observe and comment on food -- size, color shape, taste; add sound. Have name plates and job boards at snack time.

11:00 Story time -- observe size, color, etc, in picture.

11:15 Music -- concentrate on listening activities

11:30 Free play -- encourage expansion of activities. Help child choose activity and focus in on it. Have art activity at this time.

Room 112 -- same activities as in Room 114 except as indicated

9:30 Table toy time

9:45 Study time

10:00 Gym time -- still was necessary to this group

10:20 Snack

10:40 Story

11:10 Music

11:30 Free-play -- art table very important. Also water play.

FEBRUARY

This month was a continuation and expansion of the previous month's program. The emphasis was on cognitive development thru stimulating but focused activities, on language development thru encouragement of listening and more expressive communication, and on individualization of children's learning needs. In addition, activities conducive to the development of small motor skills were introduced and particularly stressed with the more able children.

The first two weeks were involved with the same subject material as at the end of January, i.e., food, with a wide variety of experiences relating food to the children. The continual basic concept of

the child's importance, his ability to change his environment, and the significance of his ideas was underscored by such emphasis as "How does this taste to you." "You can cook this." "Do you like this -- or that?" "Let's have the food you like tomorrow."

Having spent until mid-February on the concepts of people (faces, bodies, feelings) and their close environment (furniture, foods), it was decided to move into a new, but related, area -- animals. Because of children's frequently identifying with animals as people, this seemed most appropriate and in fact was a smooth, natural transition. All the areas of emphasis were incorporated into this study of animals -- cognition thru identification, description and categorizing; language thru reading pictures, creating animal stories, using animal puppets, learning animal sounds; freedom of movement through "being" animals, etc. The individual groups permitted different levels of activity -- more expressive activity around animal stories with the more advanced children, and more stress on perceiving and identifying with the lower level children.

I. Concepts in cognitive growth

A. Food

1. Describing as to color, size, shape, feel.
2. Identifying by name.
3. Categorizing -- fruit, vegetables, meat (not with slower group)

B. Animals

1. Describe as to color, size, shape, sound
2. Identify
3. Categorize -- farm, zoo

II. Language development

A. Auditory discrimination -- continuation of food for sounds, sounds of animals

B. Telling stories -- "reading" from pictures of animals, using flannel boards, animal puppets, wooden animals, rubber animals.

C. Music and Movement -- songs about animals -- acting out animals

D. Books about animals

III. Changes in Room Environment

Room 114 -- Children were feeling too confined, so cabinets were moved to provide more open space for play.

Room 112 -- Room completely changed from small unit areas to more typical pre-school classroom. All moving was done by children.

A. Walls -- First two weeks -- wide variety of food pictures.
Last two weeks -- wide variety of animal pictures.

B. Animal mobiles hung at child's eye level.

C. Painted murals of animals on wall.

D. New table toys

1. Lock and tie boxes
2. Sewing boards
} for small motor development
3. Animal puzzles.

IV. Individualization of children

A. General groups

1. Development of small motor skills thru cutting pictures, cutting parts of animal bodies and fastening together, "sewing" boards, etc.

2. Creative expression -- story telling. (see language development)

B. Lower level groups

1. Continued focus on organized thinking -- used animal matrix boards extensively (Matrix Games -- L. Gotkin -- Appleton-Century Crofts)

2. Some story telling by children -- using large wooden animals which children could move in accordance with the story, the "activity" of the animal often preceding the verbalization.

V. Free Play

Emphasis the same as in January with the continued need to make free-play time more expansive in Room 112 (lower functioning children) and more constructive and coordinated in Room 114 (more competent children). It is interesting to note that the structured class activities actually do "appear" during free play time -- musical instruments are sought after and used, individually and in groups of 2 and 3; setting up table and food became important in the doll corner, the children played being animals -- other children "fed" them, children made animal farms and zoo with blocks, etc. This was the expectation in scheduling free play at morning's end -- it becomes an integrative time when children make new ideas their own, reinforcing new learning.

VI. Display table. Had foods people eat, foods animals eat. Added large magnifier, which was used to look at new things.

VII. Science -- observational experience.

A. Made food -- added water to powder to make fruit juice, jello;
added milk to powder to make pudding;
churned cream into butter;
cooked wide noodles and watched them change texture in boiling water.

FEBRUARY -- Weekly Schedules

Week I

M. Make foods out of play-dough -- fruits

T. Cut out pictures of vegetables -- paste

W. Make play-dough vegetables

Th. Children draw with crayola -- carrots, potato, peas

F. Paint with brush -- potato, peas, carrot

Week II

M. Cut out pictures of meat

T. Make play-dough hot-dogs, hamburgers

W. Holiday

Th. Paint play-dough meat

F. Make hamburger -- cook it

Week III

M. Make butter

T. Start on animal project -- use rubber animals, wooden animals, animal pictures, talk about them

W. Match pictures and rubber animals

Th. Make play-dough animals; cookie cutter animals

F. Color animal, paste, and put in "cages"

Week IV

M. Make zoo cages with unit blocks

T. Read animal pictures (tell stories of pictures about animal)

W. Use animal matrix board

Th. Read animal pictures -- use animal puppets

F. Use flannel board to tell animal stories

In these study times the activity in the regular groups and the slower groups were the same, but differed in complexity, expectation, and amount of creativity. The lower groups were primarily involved with identification and description as to size, color, number of legs, etc., while the other groups classified according to farm animals, zoo animals, what the animals eat, where they live, etc.

During the months of January and February when food was being studied, snack time became an extension of study time. Snack food corresponded with the study activity -- fruit, vegetables, meats, our own made butter, a wide variety of quite atypical snack food.

During art time the second week of February the children started to make valentines -- a variety of sizes of heart shapes, a variety of collages of paper and material on them, etc. The concepts concentrated on were the color "Red" and "heart-shape", and big and small. In Room 112 an entire wall was decorated with a collection of red objects only. In Room 114 a wall was decorated with hearts of various sizes -- and contrasted with circles.

MARCH

With the same emphasis as in February -- on cognitive development, expressive language communication, individualization, and development of small motor skills being the major thrusts -- the general subject of animals was continued, expanded and intensified to also include fish and sea animals. In addition, the time now seemed appropriate for field trips. Because the children were secure in their relationship with their teacher, and in the stability of their pre-school environment, they could venture forth without the anxiety and turmoil often attendant on trips made solely on the basis of filling the gap

of experiental deprivation. In addition, they had learned to observe new things. Each trip was carefully prepared: 1. children were informed of the trip at a time when the waiting would not be too difficult and the plans could be absorbed -- about two days in advance; 2. trip was planned not to be too extensive or overwhelming; 3. children were told details of trip from beginning to end (bus, destination, what would be seen, etc.); 4. no trip was planned for a Monday or Friday -- so that there was a day before the trip to talk about it and a day after to review it; 5. discussions were held with teachers on how to take a trip, and primarily how to help children observe and focus in new surroundings.

Not expected, but appearing very opportunely, was an invitation from the Mile Square Dental Clinic for health talks and dental exams of all the children. These were incorporated into the program with the same plan as other field trips.

It is interesting to note that a different subject had been planned, but the children's interest in animals seemed far from abated, so the activity was continued.

There was much discussion about language "correction", to what extent if any it should be done, what the effect could be on a child's self-image, etc. It was decided to correct only gross grammatical errors in use of pronouns and verbs which related to "meaning" and not in idiomatic use of English, dialect, etc.

I. Concepts in cognitive growth.

A. Animals -- moved from description and identification to the environment of animals -- the places different animals live, the food they eat, the different ways animals live.

B. Continued awareness and verbalization of color, size, shape and direction thru all activities.

II. Language Development

A. Role-play -- children made up animal stories and talked as animals

B, C, D (as in February)

III. Changes in Room Environment

A. Children painted murals on rolls of paper attached to wall

Painted fish murals on wall

Pictures of dentists, teeth, dental offices, etc.

B. New table toys -- continually more complex; face mix cards and matching sets, shape identification sets, etc.

C. Work bench -- hammers, nails, lumber (real tools)

D. Display table -- live animals added -- turtles, large and small; new variety of fish added to tak; tadpoles.

IV. Individualization of children

A. General groups -- primary emphasis on telling stories -- about animals, about the various experiences (trips to zoo, dental office). Also on understanding relationship between animals and their environment and being able to relate a special animal to his environment.

B. Lower groups -- continuing focus on organized thinking -- description and identification of animals, concepts of large and small (used large wooden animal pieces -- from large to small in boards ) of groups (black family group, white family group, animal family group, etc.)

MARCH -- Weekly Schedules

Week I

M.

T. Trip to aquarium

W. Play with animals and talk about trip

Th.

F.

Week II

| Study time | Art time |
|---|---|
| M. Felt board stories about animals | Play-dough animals |
| T. Read a story -- animals | Finger paint |
| W. Matrix board -- animals | Soap paint |
| Th. Animals and the foods they eat | Paint brown paper on wall (green) |
| F. Make brown bears | Paste animals and food on wall mural |

Week III

| Study time | Art time |
|---|---|
| M. Felt boards | Toothpick pictures |
| T. Talk about dental clinic | Person collage |
| W. Go to clinic -- Room 112 | |
| Th. Puppets -- rubber animals | Snow flakes |
| F. Felt boards | Brush painting |

Week IV

| Study time | Art time |
|---|---|
| M. Cut out pictures of fish | Paint brown paper on wall (blue) |
| T. Make aquarium | Cut out fish and sea animals |

| | |
|---|---|
| W. Go to clinic -- Room 114 | Cut out more -- paste on mural |
| Th. Felt board fish story | Cut folded paper |
| F. Picture stories | Make butterflies |

Found that study time -- 1/2 hour -- was too long and so divided it between study time and art time.

APRIL

With the advent of spring, the year's general content of people, animals, fish, moved to other living things -- plants, flowers, trees. The "spirit" of spring was caught in the classroom and the major activity concerned concepts of living -- baby animals, buds, blooming flowers, etc. Developing the ability to observe could be greatly enhanced thru these activities. Children watched seeds grow into plants, watched buds on branches become flowers, watched the tadpole turn into a frog (which it so fortuitously did), watched baby chicks hatch, saw baby animals (teacher brought kittens and guinea pigs to school). The focus was on living things, growth and change.

Again, it must be remembered that though the concepts enlarge there continues to be a consciousness of the previous areas, and as situations arise these are always utilized. For example: on observation walks stress on auditory discrimination continues by being aware of and identifying sounds; the ability to follow directions is strengthened by lining up, finding partners; the differentiation of shapes and symbols by traffic signs; the knowledge of colors and "meaning" of systems by traffic lights, etc. Both in and out of the classroom the teacher's learning goals are always in mind and constantly in use.

In evaluating "where are we" at the end of the month it became apparent that this was a sort of "summing up" time. The children had established good relationships with their teacher. The amount of inter-play between peers was increasing, with friendships being formed, though the level of peer relationships was vastly different in Room 112 and Room 114. The children were beginning to be bored with the classroom materials, and one sensed the need for a new kind of input. The questions asked by the children indicated that they sought more informational and intellectual experiences. Since spring vacation was coming, it was decided to wait until after the holiday to start a different program.

I. Concepts in cognitive growth.

A. Knowledge of seasons; defining the characterizing them -- particularly winter and spring.

B. Awareness of weather conditions -- sun, rain, clouds, heat, cold.

C. Awareness of growing things -- seeds, roots, leaves, flowers.

II. Language development -- continued telling stories. Used many pictures of children involved in activities of spring -- ball playing, flying kites, jumping rope.

III. Changes in room environment

A. Spring pictures on wall -- wide variety of flowers, spring scenes, etc.

B. Children's art work of flowers, spring, etc.

C. Display table -- Budding branches, fresh flowers -- all things planted by children.

IV. Individualization of children

Lower groups: Obervation, identification, symbolization. Matching color charts, animal lotto, animal puzzle cards

General groups: Story telling, drawing pictures and telling stories about them

Room 114 -- Cut andcolor shapes

V. Science experiences

A. Beans planted, carrot tops growing, sweet potatoes growing, variety of seeds in dishes to observe difference in size, shape.

VI. Music

VII. Books

APRIL -- Weekly Schedules

Week I

Study time

Each day was story telling, from books and pictures, and chosen by the teacher

Art time

M. Cut out eggs -- for Easter -- all sizes, colors

T. Finger paint eggs

W. Make boxes for eggs

Th. Color eggs

Week II

Study time

Continue story telling

Art time

M. Make aquarium -- fishes, turtles

T. Screen paint

W. Finger paint

Th. Make butterflies

F. Make kites

Week III

M. Make bodies -- crayons

T. Make bodies -- construction paper

W. Plant

Th. Spent morning in park

F. Draw outdoor scene -- people, flowers, whatever child chose

Because of good weather children outdoors longer and just on activity planned

Week IV

T. Trip

W. Cut out flowers

Th. Cut out circles -- for balls, balloons

F. Made daisy chains

Spring vacation

MAY

Taking the cue from the children's readiness (see April report), a new program was planned which would now "feed-in" intellectual content, and stimulate curiosity. (Compare to initial months of "feeding in" emotional effect and establishing relationships.) Activities were planned to encourage children to ask "Why?" Emphasis was on 1. learning about things, how they work, how changes occur, etc.; 2. developing language ability, learning language symbols, understanding number concepts, seeing shapes, etc.; 3. experimenting with new media, using old materials in new ways, etc.

To this end, the first 45 minutes of the morning were devoted to projects. The room was divided into three interest areas to correspond to the goals 1,2, 3 listed above. Area #1 was a science area where

the children were involved in activities with scientific phenomena; area #2 was a pre-reading area where the children were involved in activities encouraging extended language use, symbols and concept understanding; area #3 was an art area where children used different art materials in more complicated and creative ways. The children chose the area in which they wished to participate, but were so directed as to be involved in each of the three areas during the 45-minute period.

Eliminating the groupings of study time where the slower children were getting special attention required another solution to meet the needs of these children. It was decided to allow a 15-minute period two or three times a week for each of the lower functioning children to work on a 1-1 basis with a teacher. A teacher from each classroom was assigned to take the children on a regular basis during free play time. The children were taken to a room upstairs where the work had been planned to help each individual child in the areas most difficult for him. Some children were working on very simple techniques to more organized thinking, others on color differentiation, others on simple visual discrimination, etc.

The project time plus the individualized time seemed to serve the wide discrepancy in needs between those children already writing their names and trying to read and those still quite unable to focus.

I. Concepts in cognitive growth

A. Awareness of how things change

1. Water experiments

2. Air experiments

B. Awareness of how things work.

1. Experimenting with magnets

2. Experimenting with weight -- balancing, floating

3. Shell project -- examining a wide variety of shells, learning about them, identifying them in books.

II. Language development and reading readiness

A. Telling stories in familiar books

B. Variety of games necessitating symbol recognition -- dominoes, lotto, card games, shape games.

III. Extended use of materials and continued development of small motor skills.

A. Made rhythm instruments -- sticks, tambourines, maracas.

B. Had variety of projects requiring small motor skills -- paper chains, kites, dressed-up people

IV. Changes in room environment

A. Walls filled with variety of art projects -- finger painting, "snow-flakes," chains, etc.

B. Emphasis on display table.

Had "results" of science area -- items which do and don't rust, water evaporating, ice melting, balloons blown up, variety of shells, magnets and items which are and are not attracted, etc.

V. Individualization of children

A. 1-1 time -- See last paragraph of May introduction.

B. More able child was stimulated by project areas, would tend to stay longer in the area of greatest interest to him and extend and create his own activities in that area.

VI. Music

VII. Books

May

Week I

Science Area

T. Plant seeds, sweet potatoes, carrots

Discuss flowers brought in--smell, touch

W. Make ice melt
Make steam
Boil water and see it evaporate

Th. Float objects in water--which float, which sink?

F. Introduce magnets

Art Area

T. Paint paper plates
Making tambourines
W. Loop bells through

Th. Paint dowels ---making rhythm sticks

F. Decorate tin cans--making maracas

Pre-reading Area

T. Lotto

W. Dominoes-picture, 112; regular, 114

Th. Animal cards

F. Shape game

Week II

Science Area

M. Shells

T. Plant seeds--grass, greens, flowers

W. Water--floating, sinking objects, wetting absorbent paper

Th. Magnets

F. Straws in water--blowing in, out, observing and describing results

Art Area

M. -Th. Finished musical instruments so each child had one of each

F. Made large kites

May (cont'd)

Pre-reading Area

M. Variety of lotto games

T. Threads of various colors (About 50-75 spools to be matched, counted, etc.)

W. Buttons--arrange according to size, color

Th. Lotto games

F. Shape games

Week III

Science Area

M. Magnifying glass

T. Magnets--a continued variety of uses

W. Trip to zoo

Th., F. Experiments with air--balloons, paper bags blown into, blowing out candles, etc., windmills, etc.

Art Area

M. Finger paint

T. Crayon pictures

W. Trip

Th. Play-doh activity

F. String painting

Pre-reading Area

M. Tell stories from books and pictures

T. Lotto and domino games

W. Trip

Th. Threads

F. Shape and lotto games

Week IV

Science Area

How things change

T. Make jello

W. Hang grapes to dry

Th. Boil noodles

F. Holiday

Art Area

T. Cut shapes

W.) Make shapes into

Th.) objects--Houses, wagons, etc.

Pre-reading Area

T. Shape lotto

W. Tell a picture story

Th. Tell a story on flannel board

F. Holiday

June

This was a three-week period of consolidating the year's activities, repeating enjoyable experiences, preparing for the ending and kindergarten's beginning. When the weather became hot, much time was spent going to the park and playing, taking along kites made in the classroom, and bringing paper bags to fill with the treasures found in the park.

A trip was planned for each week. First to Grant Park to visit the airport and harbor. The next to Dett School - a trip which the children were carefully prepared for by talk of big school, older brothers and sisters, next year, etc. The kindergarten teachers at Dett were also prepared to receive the children, show them the school and classrooms, have them participate in some kindergarten activity (music), and have them play in the playground. The last week we had an all family-staff beach picnic which was planned for an extended day and was thoroughly enjoyed.

The schedule continued as in May with project areas continuing. Instead of introducing many new concepts, the plan was to use old concepts in new ways. In the science area previous water and air experiments were repeated and new ones added. Magnets of different sizes were brought and used by the children. Some unusual shells were added to the children's experience with shells. In the pre-reading area varieties of spools of thread, buttons, mystery boxes, treasure hunt games were used to consolidate the concepts learned. The art area became particularly significant - children made themselves - faces, bodies, clothes - made flowers, cars, trees, houses out of shapes (△ □ ○ ▭) - put them all together on a mural which extended around the walls of the room ending in a building they made called "Kindergarten." It was an attempt to pull together the year, and seemed to do so successfully, as the children were competent, creative, and stimulated in their work.

On the last day of school each child took home the box which he was

given on the first day - in it were the rhythm sticks and maracas he had made, a gift of crayons from his teachers, and a special note to his mother.

The last week of school was spent in quite a free, unstructured way. It was interesting to see that the children were completely able to handle this. Each child pursued activities of interest to him; projects were initiated by the children; some groups of children became involved in rather complex role-playing games. What was most apparent was that each child (with only a few exceptions) was now able to handle free time purposefully.

The level of play was quite different in the two classrooms - much more social interplay and creativeplay going on in Rm. 114. I think the problems of homogeneous groupings become very evident as the initial benefits are achieved.

June

Week I

Science Area

T. Water--objects that rust and do not rust

Rocks--color, shape, surface, texture

W. Trip to Grant Park

Th. Miscibility--viscosity--Properties of dissolving in water. Used salt, sugar, honey, oil, Kool-aid, food coloring, liquid starch

F. Make instant pudding

Art Area

T. Wall mural - stores, birds, flowers, made from shapes

W. Trip

Th. Wall mural

F. Big paper dolls (themselves)

Pre-reading Area

T. Object box

W. Trip

Th. Shape boards

F. Treasure hunt

Week II

T. Trip to Dett

In science areas we repeated former projects and expanded on them. We were short-staffed that week so only two areas were possible - we had science and art, the latter being making people and things to take home and things for mural.

CHAPTER VI

KING FAMILY CENTER

Planned Program for Week I — Preschool Project 1968-69

A. GOALS OF FIRST WEEK:

To help the child to become familiar with his teacher as a benevolent figure who will not hurt him and who enjoys his presence. It is unrealistic to assume that a "relationship" will be firmly established until much later.

B. RATIONALE:

The inhibitions we see in the children which prevent them from developing as well as they might, seem related to their past experiences with adults rather than to experiential deprivation. If this is true, we need to arrange the school program to most effectively help the children to see adults as non-dangerous and possibly positive. The sooner this can be accomplished, the more rapidly the child can be expected to shed some of his avoidance defenses which interfere with his benefitting from not only the school experience but from many of his routine experiences as well. If he can become involved with the teacher, even tho this may make him somewhat anxious at first, he is likely to be able to move into an active involvement with the school program thru her support and assistance. In combining the individual attention from teacher (which may initially heighten anxiety) with motor activities and eating, which the child can do well, he presumably has the best chance of moving into a participant status in the classroom. (Participant here is defined in terms of involvement with experience rather than with activity level, extrovertiveness or aggressiveness.)

C. SUMMARY BY DAY OF MEANS TO GOALS OF FIRST WEEK

I. Teacher visits child's home to meet child.

II. Child and mother come to preschool for ½ hour (maximum) - child is alone with teacher. They play outdoors and have snack. Teacher reminds child of her home visit.

III. Child comes to preschool as II. above, also gets some orientation to classroom.

IV. 3 children attend preschool with their teacher - 1 hr. (Teacher sees her group of six in two shifts) outdoors and snack.

V. 3 children and teacher - indoors.

HOME VISIT

Purpose: To meet child on his "home ground" so he knows his teacher slightly, and so mother and teacher meet under less chaotic circumstances than at school.

Time: Brief - maybe as short as 5-10 minutes

Focus: 1. Individualize child so you can connect something you or he saw, did, said, etc. when you see him at school.

2. Tell child you look forward to being his teacher, having a good time together, etc.

3. Ask mother a few questions with probable yes answers - such as Sections A & C in SRA Profile. Tell her you want to make child's school experience happy and profitable etc. Answer questions she may have.

DON'TS

1. Don't respond to mother's criticisms of child. e.g., If she says he's bad - use some positive response like "all kids do things grown-ups dislike, but mostly in school it is easy for them to get along."

2. Don't force child to look at you or talk. Tell him your "bit" and don't expect a response - he'll hear you at some level - at least that you came to say hello.

II. FIRST DAY AT SCHOOL

Purpose: To introduce the child to being at school with teacher, using an individual approach and activities with which child is likely to be comfortable and effective.

Time: ½ hr. (max.)

(approx.) 15 minutes outdoors) (Schedule children at 45 min. intervals)
15 minutes indoors )

Focus: to make child and mother welcome, focusing on people, child's pleasure and teacher's enjoyment of child's presence.

Equipment: On playground - swing, big ball, slide, bikes.

(Indoors in case of rain - jungle gym)

Snack table - food & toy gift.

DO'S

1. When mother and child arrive -

Tell mother you're going out to playground with child. Ask her if there is anything she doesn't want child to play with. Leave mother inside to look around unless child seems very anxious without her.

2. Spend about 1/2 hour outdoors

Take child to playground (or facsimile). Don't ask questions! If child doesn't select an activity, say "I'll swing you on the swing"

3. Verbalize child's feelings of pleasure "It's fun to swing" "You like that"

4. Describe your own pleasure - "I enjoyed playing with you." "I used to love to slide when I was a little girl", etc.

5. After 1/2 hour -

Tell child "We are going to have something to eat inside, and see the preschool."

Take child inside to his area where snack and his toy are on the table. (Chocolate cookies, pop, potato chips, & M & M's) Food served to Mother in same area.

6. During snack -

No conversation with child unless he initiates or seeks it.

Talk to <u>mother</u> - tell her positive things about school - point out toys child will enjoy and things he can learn from materials in view.

7. Departure:

Teacher stands up -

Says - "I'm so glad you came today to play with me - I'm looking forward to seeing you again tomorrow."

Lead child by hand to the door - mother will follow.

8. Let child take his toy-gift home if he asks - otherwise wait till next day.

III. SECOND DAY AT SCHOOL

Purpose: to repeat and reinforce Day II. and extend child's awareness.

Repeat Day I.

Keep mother out of snack - send her upstairs to Parent Room.

If separation anxiety is high, let Mother stay briefly and ask her to leave and return before end of session.

Outdoors: Same

Indoors: - Snack same - plus:

1. Show child his AREA; tell him he will come to that part of classroom everyday.
2. Give him his NAME TAG SYMBOL.
3. Show him his BOX.
4. Show him his LOCKER.
5. Show him the chair which is his (or pillow, mat, etc.)
6. Show him toilets.
7. Teacher DRAWS A PICTURE OF CHILD with skin color, skirt or pants color and shirt or blouse color.

   Put child's NAME and SYMBOL on drawing and give it to him to take home.
8. Be sure the toy-gift is out on the table and give it to him to take home at end of Day 2 if he didn't take it Day 1.

Departure:

Tell child about two other kids who will come to play with us tomorrow.

IV. THIRD DAY IN SCHOOL

People: 1 teacher - 3 children

Time: 1 hour

Purpose: To reinforce preceding days and give child feeling of having teacher plus other children. Helping child feel effective in group and area in a more school-like situation than previous days.

Focus: Provide a pleasant period doing things child can do, so he can be "master" of the day.

Locations: Outdoors as previous days - shorter time.

Indoors - Same general idea as preceeding day.

1. Introduce children to each other.
2. Serve snack.
3. Teacher tells story about kids starting school -

what Penelope did

what she wore

how she felt (scared and happy)

EXIT CUE — THEN - they went home and came back the next day.

V. FOURTH DAY AT SCHOOL

Purpose: Reinforce previous days and add a bit more structure.

Focus: Indoor School (no outdoor period)

1. Introduce 3 kids and teacher again
2. Play on indoor gym, mats, etc.
3. Serve snack
4. Tell a story about NAMES
5. Continue to be non-demanding in terms of verbal responses. ALL directions should be both motor and verbal.

VI. FIFTH DAY AT SCHOOL

People: Teacher and 6 children

Time: 1 hour each group

Purpose: Making like real school but still emphasizing what the children can master.

Focus: Build child's sense of still having a relationship to teacher as an individual even tho other children have been added.

1. Introduce everyone again

2. Substitute a Music-movement activity for Jungle gym

PARENT GROUPS

It is imperative during the first days of school that Parent Program Staff meet parents and spend time with them. One such person should be at the door, another in the Parent Room. It is important NOT to ask teachers to carry out this double function if it can be avoided, since each new member of the program, mother and child, should have the full attention of a Staff member. Early in the school year teachers are focused on the children and rightfully so.

It is our feeling that introductions are important, and a good parent program depends upon a strong and carefully planned introduction in which the parent is and is helped to feel welcome.

# CHAPTER VII

## PLANNED PROGRAM FOR A WEEK IN JANUARY

### A. Goals for the Week

To help the child extend his knowledge of "faces" (covered in past weeks) to awareness and knowledge of bodies. From learning about the configurations and functions of his own body and those of others he can build a number of cognitive concepts while at the same time differentiating his body image, expanding social observations and reinforcing his self-concept.

### B. Rationale

It is possible to use almost any materials or media in preschool teaching. Some choices lend themselves to a wider range of possible learning opportunities than others. During 1968-69, we chose to use the human body because it was so immediate and so directly ties to sense of self and others. Earlier, the focus was on faces -- what they looked like, parts, number and arrangement of parts, similarities and differences, size (constancy of configuration despite changes in size), natural colors of faces as well as fantasy masks, etc. We learned early in our work with these children that it was useful to maintain a high degree of continuity and sameness in the program, while not sacrificing richness and newness of experience. Faces and bodies, being among the most fascinating of life's natural curiosities provide for both. Children had made cut-outs, paintings, drawings, collages and sculptures and had spent time in making and identifying the expressions of feelings

one can read in faces. One by-product was realizing that if we can help children to consciously "read faces" it is a marvelous introduction to reading pictures and later books. (Children are always "reading" faces of adults, so this is almost always an existing skill that can be expanded and brought to conscious awareness.

The body emphasis followed faces because attention to one's whole body requires both relaxing of inhibitions and attentiveness to body activity. Ideally, a blend of free movement and self-direction are needed and these skills are just emerging in four year olds. (The curriculum had an earlier emphasis on motor activity which focussed on DOING, EFFECTING THINGS, and BEING MASTERFUL, whereas the current emphasis includes visual and conceptual emphasis on the ACTOR and the CAST as well as on their productions.)

Curiosity about body functions is a typical phenomenon between the second and third year of life in most clutures. During the third and fourth years, children become increasingly interested in the structures and functions of their own and other peoples' bodies. (For these reasons units on bodies can be used independent of social class.) Knowledge of one's body is a natural point of departure from which learning about other people and the world of things can proceed. The readily noted characteristics which all people share helps the child cognitively to learned "similarities" and "differences" as well as size, color, wi weight, growth and change, etc. Socially, he finds himself identified with others by age, size, sex, color, etc. and learns ways in which he is unique among others, and individual in a social network.

C. Classroom Setting

The classroom is still somewhat divided spatially, though less so than early in the year. The children spend much of their time with their

small group and special teacher. Pictures on walls, toys, and puzzles should reflect the body-emphasis during this period. Gradual addition of new materials is preferred so children can look around to discover what has been added. Pictures should depict people of both sexes and all ages in various modes of dress, doing a variety of familiar things, expressing a range of emotions. Statues, robots, mobiles with puppets or caricatures are all useful in sorting out real from unreal, symbols from copies, etc.

Mirrors should be used in a variety of ways -- having one over a work area, behind a block area, near a climbing gym, near puppets and puzzle area are all excellent. (A moveable mirror offers flexibility, though we didn't have one -- we disliked the metal-mirrors because of their unclear images.)

During the weeks when bodies are on-stage children can be helped to think about their meeting-space and perhaps decide to make it begger so they can move better. In this way they learn the relationship between space and activity, and gain a rudimentary awareness than people can plan and use space as well as learning to adapt tc existing space.

D. Teacher Child Interaction

The teacher should continue not to ask questions but describe and demonstrate. A good deal of attention should be paid to describing physical activities in terms of bodily movments. The teacher should talk about her own body in terms of her personal characteristics and what she does with her body in different activities.

During the unit, there should be an increase in the amount of time the teacher spends with the individual pupil away from the group. The best activities in this unit for this are -- body motions in a mirror, the taking of photographs of the child by the teacher (and of the teacher

by the child) with a Polaroid camera, and looking at pictures in books and magazines, with a focus on boides, with the teacher describing, and telling stories.

The teacher should take every opportunity to use and to reinforce children's use of new (and old) concepts. She should make note of each child's "ownership" of concepts like some-different, tall-short, bigger-smaller, how-high, up-down, one-ness, two-ness, five-ness, strong, soft, etc. The number of concepts emphasized should depend on how many seem unfamiliar to the children. A teacher can emphasize a limited number of concepts while at the same time sprinkling her conversation liberally with many others so the children will gradually become accustomed to hearing them -- and much later begin to try them out. A distinction was made between introduction and emphasis, the former being a casual saturation with no request for response, and the latter a more focussed attempt to elicit and reinforce use of key concepts.

E. Time Schedule

Essentially unchanged -- see curriculum guide. Later in the year, time will become more flexible. During this time (mid-year) the play period at mong's end is often increased to permit children more time to try out new ideas and to integrate what they have learned by means of playing things out in their own ways. The free-play time is an excellent time to observe which children have taken "ownership" of recently emphasized concepts, since these will be used frequently in their free play.

F. Act Activities

1. Total body drawing: the teacher places a very large piece of paper on the floor. The child lies on the paper on his back and the teacher draws

the outline of the child on the paper and labels it with the child's name. The child is then asked to color the picture. The child should be given help by describing the body parts, the extent and color of clothing--while at the same time not making the drawing strictly representational. This activity should be repeated several times during the unit, helping the child with increasing details each time. This activity will tie directly into the previous unit which focussed on faces. The children will probably begin by putting in facial features, if they do not and are troubled about beginning, the previously mastered work on faces will be the best place for the teacher to encourage the child to work on the project. The work on faces permits the teacher and pupil to again go over the previously mastered concepts and abilities.

During the activity it is important to focus that this is a picture of the child; one of the best methods for doing this is the use of large mirrors. The teacher has the child look at himself in the mirror, the teacher describing the child while the child is looking in the mirror. Another adjunct is the use of Polaroid photographs coordinated with the mirror activity and the drawing.

2. Making of human figures with play dough. Emphasis on body parts, then interrelationships and functions.

3. Cutting and pasting of human figure pictures.

4. Making a person--cut and paste from cut outs of body parts head, torso, legs, arms, hands, feet-and then color the person.

5. The making of handprints and footprints with paint on paper and clay are suggested.

G. Music

Music activities continue to be music - dance activities. Good deal of emphasis on bodily movements with music. Music dance units are among

the most valuable for gaining increased knowledge and confidence in body. Songs describing bodily relations such as "Head bone connected to neck bone, etc" "Put your foot in, take your foot out, etc."

H. Table Play

Small group play--largely not single activity oriented. The choice of toys available should emphasize the human form. Puzzles should primarily be human forms--among the best are those putting together body parts. Dolls are particularly good for this unit. If blocks are used, suggest "make a person."

I. Snack Time

Teacher describes the mechanics of eating, how we pour the milk, pick up the food, put it in our mouth, it goes into our stomach and later comes out as feces and urine.

J. Special activities

1. Games: non-competitive "Simon Says" (instead of eliminating for failure give different prizes).

a) Two forms of Simon Says--direct and in front of a mirror. Mirror play: Best started with teacher pupil pair and then increasing to teacher with two or three pupils --identification of body parts and movements--(not questions but describe what teacher is doing and have student imitate--then follow verbal instructions.) In "Simon Says" there is a gradually increasing precision in defining body parts as the weeks proceed. For example on the first day: head, parts of face, arms and legs, hands and feet are focussed on. As the art activities define more specific body parts the "Simon Says" games should reflect them, eg. neck, chest, hips, elbow, wrist, shoulder, knee and ankle.

2. Photographs: In different poses, teacher describes the photograph. Movies: during the entire year someone should take motion pictures of each child every six weeks. The filming should include the child during free play and during structured activities. These film segments have many values, for this unit they can be shown by the teacher to the small group with the teacher narrating e.g.:"There is Johnny, he is wearing his . . ."

K. Story Time

The best stories at this stage are about children and their everyday activities awakening, eating, playing, going to school, toileting, going to sleep.

L. Exhibits

1. human forms in pictures and sculpture
2. the visible man and woman are very good for this unit.

M. Sexual Curiosity

During this unit some of the children will ask questions about the differences between boys and girls as well as specific questions about breasts,penises and vaginas. The children will use their own names for body parts. The teacher should try to understand what the child is talking about, call it by its correct name and answer the child's questions simply and directly. There is no reason to avoid or suppress these questions nor is there any reason to go into more extended explanations than the question requires.

# CHAPTER VIII

## OBSERVATIONS OF PRESCHOOL PROGRAM

## 1968 - 1969

During 1968-69, the preschool program was supervised by Berniece Weissbourd. Dr. Gene Borowitz consulted with the teachers to maintain emphasis on the general program model, and to contribute to understanding individual children's needs.

Dr. Costello observed in the classrooms, approximately twice a month. She was, of course, fully aware of the overall program plan. She did not however look at weekly plans until after her observations. This was done to allow for an unbiased look at what was happening in the classrooms, and to provide a means of "quality control." Some selected observations are included here to provide an uncensored look at the classrooms-as-they-were at different points in the year. Critical comments were made in relation to the general program model.

In these notes the following abbreviations were used: HT - Head Teacher; AT - Assistant Teacher; ST - Student Teacher. AB and CD were the two assistant teachers in the therapeutic classroom; these initials were chosen to distinguish them.

BASIC PROGRAM
October 3, 1968

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This is the first week of school, and the first day when all 6 children were to be in school together. During observation there were two of the three small groups present, the other being scheduled later. What follows is sequential.

The children were playing with table toys with HT demonstrating actively and expressing much pleasure in her own and the children's performances. She remained with the children even when a newcomer arrived. The ST was away from her table much of the time greeting children and hanging coats, and her children sat and looked at materials until she was there with them - clearly they were lost without an adult, and this was for more than a few minutes. When teachers showed children how to do things they watched attentively. It appeared that the HT's group continued using materials when she would leave them, though the other groups didn't. I wondered if perhaps after a certain amount and intensity of structuring and affective investment on the part of the teacher if the children are able to carry on even early in the year.

The outdoor time was apparently a walk. The two groups were definitely separate, each with its teacher.

Indoors again, the two groups again had table toys. HT had mostly building materials, blocks, pounding, tinker toys, stack-men, etc. The ST had form boards, the discrete-pieces puzzles, pounding board, and bead stringing. ST's materials were a bit less active and had a narrower range of possibilities but seemed quite comfortable for the kids. HT quickly picks up clues from children, reinforces by restating things, interprets one child's behavior to another, and helps child over resistance "oh you don't want to play with that now - OK - how about the beads you liked yesterday." She is very direct, and her ego is the one leading things, in transition to bathroom as well as at other times. She has no ambivalence about structuring and having things "her" way. There is a non-demanding quality to what she says. ST says some similar things, but it appears that she is being more demanding from her voice tone - perhaps it is ambivalence that comes across, I'm not sure.

The children seem to move easily to HT's requests or statements, and they were talking more than any other group - it could be a function of the grouping - but if not it would appear that the structure and sureness of the adult may help the children to tune-in faster and to believe the adult is protective and really in charge of everything so they can relax.

The only puzzles out and in use in the Basic program were the ones with discrete pieces, like form boards. These seemed to be appropriate, but as in the other program, anything more complex would have been too challenging for now. During clean-up, both groups put toys up on counters implying that there is no special place for anything, just get

it out of the way. That may have been a function of today's limited time, but gives a message to children which isn't according to plan. Snack time the children seem to be part of things, rather than being served by teacher. They learned where to put napkin and glass when finished, and that the table has to be cleaned off so it can be used for other things.

The last period was described to the children as a time to choose whatever they wanted to play with. HT's group varied in choices, one was at a table with a toy, another with a doll, another with a cash register, and a few on the gym. ST's children didn't seem to know what she meant, and looked around for cues, which they finally got from the HT's kids who had gone to gym. The ST followed them to the gym. My impression was that the more passive children initially gravitated to the gym. Shortly, HT, coming back from the kitchen, walked to the gym, making loud, fun comments. Within a flash, everyone was over at the gym, and it appeared that she was the focal figure and wherever she played, all the children would go, forgetting their interest in other things they had initially wanted to use. The focus on an active, enthusiastic adult who moves, touches and laughs, but gently, seemed well borne out by the behavior observed. It seemed that this type of approach made the kids more comfortable with things, and somehow they seemed to have greater permission to <u>do</u> things.

One hunch I had was that they had already picked up that HT makes herself clear and doesn't wait for things to get out of hand, so they know where she stands. She certainly is not permissive or sentimental. Very strong, clear in her demands, etc. She seemed to me to speak but once, and I felt there would be little point in arguing with her once she had spoken. Maybe this is the message the kids get. The ST was gentle, doing things "right" but very much more diffuse in her image, and inasmuch as I had never seen either of them before in a classroom with children, this was a pretty direct impression. If I felt unsure about ST's messages, could the children feel likewise? Is it a matter of making so much so explicit that there isn't too much room for wondering what the adult is about?

BASIC PROGRAM
November 1, 1968

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9:30 About half the children are already in the classroom and engaged in what I would describe as wild free-play. ST is at gym, very involved with kids, talking to them, smiling, etc. The big trucks are banging into the rocking boat, located near the gym. Trucks are being run the full length of the classroom which HT periodically interrupts. The open space is stimulating to free running of trucks, and it has always seemed to me preferable to limit the possibilities of diffuse running early in the year by the physical arrangement of the room, rather than constantly reminding children of verbal rules. There is much verbal control in evidence at the start of the day - the space and structure of the day are not being used to set positive expectations to the extent that they could be. No child was in the area designated for his group until some minutes later when most of the children arrived. Looked at in sequence, the day started in a diffuse, active and undirected manner, unleashing all manner of energy which then must be constrained when the teachers gather the brood into small areas for more quiet activity. It is a drastic shift, and the direction of the shift does not seem conducive to internalizing structure or organization of activity.

9:40 Kids are in smocks and are painting. HT's group has big brushes, painting on construction paper. One child is on the floor, others are standing at the table painting. Both postures seem to encourage more total involvement of the motor system than seated positions observed in some groups. ST's kids are in a variety of postures, most either sitting at table or working on floor. The goal seems to be in all groups to encourage big muscle activity via a simple media (paint) in a single color (which varied from group to group). The teachers are reinforcing the PROCESS of painting and not product. The tone of the activity and the level of involvement of the children suggests that it is a good activity in which the messages about expectations are clear. Each child's name is printed on his paper large enough, though could even be a bit larger.

In absence of HT for a moment there is a war about the paint brushes. The group HT has seems to have a number of children with impulse problems - they are combative in her absence, but some are also difficult to handle even with teacher present. Of the groups in the Basic program, I would wonder if this group needs more of a physically enclosed and controlled space than they now have. The other two groups could perhaps handle the openness of the space she is using. Although she handles the episodes well, there is too much need for her to emphasize control statements, which gives a tone of negativism. If space structuring could eliminate some of the problems by defining the group better, and containing it visually and physically, she might be able to maintain a higher ratio of positive comments to negative.

10:20 I was absent and in other room for about 20 min. The children appeared to have been working with table toys in a good selection of manipulative materials. All materials required active DOING, and all

seemed simple as well as interesting. Many were three dimensional rather than flat-on-the-table, which may be a clue to involvement of the kids with materials. I wasn't sure, but wondered if the teacher hadn't assigned materials to individual children to meet their needs. The level of involvement with materials was high, and if the materials were assigned that would be one reason, otherwise it was just a happy choice of appropriatedly challenging materials.

Transition to story - Although this was the day for HT to be in a conference, the transition was handled well. AT moved quickly to the rug, signalling in a visual and physical way the locus and focus of the next activity. She began to tell her story before the group had totally congealed, and this helped them, I think. She was using a horror-fantasy that I question for use with this population, not because it is poor in itself, but because it enhances mastery over magic and fears for children who are already aware of the difference between real and unreal in some ways, and requires rather internalized uses of symbols, words, etc. She was doing a good job, focusing on the children, using affect, etc, and the kids were with her. I really wonder if the adults are so excited about this book that the kids are responding to their delight.

The story groups are small, with the special teacher. Only AT is telling a story, the other two groups are still putting things away. What this does is to permit the small groups to get their game together at different speeds without interfering with other children. The distractions from other groups were minimal from what I could see. There is something about the message given by the teacher which determines whether other stimuli in the field will interfere with what she wants to do or not - though there must be exceptions when kids begin testing out.

HT's group is really a difficult one, she seems to need an assistant just for that group, and perhaps some way needs to be found to signal Berniece for an extra hand at times. Although HT moves in quickly and decisively, one child really needed total attention, and it was impossible to imagine how she could deal with him and the group - though she did manage, I doubt it was the best plan, and she looked very fatigued. I did feel that the other children learned something from her handling of the wild one, since she is clear, determined and does not deny anger, but everything she says and does would tend to give the kids a feeling of security about her power and skill as a reliable adult who can really manage things.

10:35 - 40 Group gets ready to go out - things move quickly. There is little time lost in transition, it happens smoothly and quickly. There is something about the outdoor play which bothers me but I can't specify what. The activity level is uneven and difficult to describe. There is not an even [illegible] flow. The level of involvement of the kids is not good, on [illegible]. They float too much. The teachers seem at a loss some [illegible] time. Is the playground too big, is there too little equipment. [illegible] teachers need to show the kids how to use the equipment? I don't really know.

11:00 The whole group is on the rug with HT in the lead. AT and ST are again sitting on the fringe. They might as well take a break, or take individual children for special attention, since the children are only vaguely aware of their presence. I think the group is too large - at least today. There are too many control statements, too many negative reinforcements which seems to be a function of group size. The group may just be "off" today, but in general I think many kids are moving into some pretty aggressive issues and that large groups are going to occasion a lot of negatives for awhile. If the large group is maintained, I think it would be better to remove those kids who can't handle it and do something special or alone with them. I feel very strongly that when controls and disciplinary issues are consuming any but a very minimal amount of time, the structure is wrong.

11:05 Snack: Pretzels and milk. Conversation in all groups is active. Teachers are more active in conversing and giving of themselves (affect). They are talking about the shape, taste and texture of pretzels (round like a ring, salty, crunchy). They are encouraging children to taste and chew deliberately which reflects a focus on sensory awareness at the taste level. ST does not handle snack as well as other previous periods - nothing bad, just not very rich. Kids are pouring own milk, very well. Have already enough skills to run the snack themselves. Again during snack, I wondered if HT's groups wouldn't benefit from a more enclosed area - they are testing in many ways, and really challenging controls.

Words are IN. Kids are chattering, all at once, much like one sees in other nursery schools. It is different from our past experience - kids chatter, interrupt each other, seem to expect someone to listen. I think words and power are very closely allied, and the change in the power aspects of a society where the black voice is now HEARD has stimulated an interest and attention to words. (This shouldn't mislead one into thinking the language skills are that much better they are not.)

A nice bit of team teaching - a child was being restricted by HT, and he wandered from her view. The AT upon seeing him handled him directly and with the same general tone and approach as HT. This kind of consistency is great - I don't know whether they had talked about handling him the same way, or whether it was coincidence. I did feel that he was asking for a swift kick in the pants and was probably going to continue pushing until someone swatted him. There was that look in his eye.

11:20 Music - good transition. Teachers moved quickly to rug, kids followed. The business of teacher being where she wants kids instead of telling them where to go seems to be unusually effective - never realized that before this year. I didn't watch the music period to any extent. Somehow there seem to be more periods than I thought there were. Are there too many transitions?

11:30 I left and returned. Free play is in full swing. Sue C. is running around wild and directionless. Many kids ARE constructively involved. The living area, dolls, etc., is protected from the

bedlam and seems to foster development of play sequences. Girls are there - a few. Sue CANNOT handle the looseness of playtime. She and others need less free play because they are not internally free to choose free play activity. This has got to be a growing-time for the childre and for those who can make choices which help them grow through play, that is fine. One child's meat is another's poison - NOT ALL ARE READY FOR FREE CHOICE. The free play situation is not being handled well by adults, though it is better in terms of their involvement than previous observation. I do not think it is possible to meet so many needs while playing traffic cop for those kids who cannot handle the looseness. There is too much negative feedback from teachers to kids. The gym seems to me to have served its purpose - the activity is wild and I think it is time for that activity to be relegated to outdoors - it has served its purpose. The teachers closed down the gym before the end of free play and things looked less chaotic. Clearly there needs to be thought given about meeting the needs of children who are not ready for any real growth through free play, and may in fact be losing through their experience of negative feedback, and the evidence that they are not able to master that situation to the teacher's satisfaction.

What was the implied Program?

Goals: 1. To make the children feel the effectiveness of their own efforts in relation to media which were simple and manageable, and within their range of competence. Specifically, the paints in one color, big brushes, simple manipulative table toys, transitions, snack behaviors which were independent of teachers.

2. In relation to preparing the child's internal readiness, I couldn't be as sure except that in many instances the attempt to make messages clear and simple would imply that the children need to establish a simple and clear notion of approaching situations before they can make choices, etc. The rewarding of competence in doing things certainly would tend to ready the child for more and bigger encounters since his sense of effectance would be nurtured by the positive feedback. I think the unfortunate thing is that negative feedback is not being eliminated by structure as much as it could be.

3. In relation to external structuring or planning of the environment - I don't see this very much in evidence, except for the practice at transitions of having the teacher move to the next activity as physical evidence of where things are going. I think much more needs to be done to maximize the external structures within which the child can develop readiness to profit from the media of instruction.

Means to ends: simple materials

Emphasis: Seems that the emphasis on reinforcing the child's experiences with being effective in his dealings with materials is high.

Some rationales: keep things simple, the kids will get more from them. Make transitions snappy, there is less chance for snags and the kids get more experiences. Let the kids do things for themselves, they's feel more effective.

BASIC PROGRAM
January 23, 1969

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9:40 My first awareness was that HT had moved her group to the far corner of the room, away from the observation window, and therefore the group was no longer in the mainstream of traffic. There were boy-pictures on the wall of her area. Table toys were in evidence, and though I watched initially from the observation room, it was apparent that the children were involved. The family puzzles, two races, were being used. I had some feeling about reinforcing the notion of white-goes-with-white and black-with-black. That was the correct solution to the puzzle, but it would be difficult to justify beyon the need to encourage attention to details in matching things up. The instructions were clear, however, and there was adequate teacher attention to instructional need.

10:05 In AT's group, furniture from the doll house was being identified. They were building a house and deciding "what do we need in our... bathroom. There was a nice sequence, allowing the children to make decisions, but with enough structure to get the point across that certain things go together for functional reasons. I had the feeling that fewer rooms and functions would allow for better learning, moving step-wise to the whole house. ST was playing with the House-cards. The children matched various pictures to the rooms where they belonged. I again felt it would have been better to concentrate on only a few rooms, since teacher was often helping with answers and there was a certain amount of confusion and guessing. The game was a good one, I thought, that would sequentially follow the 3D experience with the actual furniture. For children so young, fewer rooms and fewer things for each room would have had a teaching advantage, particularly for the kids who seemed unsure of the concept of what belongs in certain rooms. Another thing struck me in this where-does-it-belong business. In many of the homes these functional relationships are not well defined, which would be another reason to start with few rooms, and only essential parts. For those children whose home experiences parallel teacher goals, there is only the need to make the connection between reality at home and the symbol (provided by teacher). For others, it is a completely new learning experience. In the latter case, one would have to establish that "for all things there is a season or a place"....

HT had the slower kids (I think) over in the block area in a motoric activity drawing themselves on brown paper. The motoric aspect of the group was a happy choice. The body concept was in emphasis. It seemed at times that she was encouraging them to color the figure like themselves, but this was not a consistent direction. She occasionally reinforced a child coloring trousers like his - I felt the activity would have been optimized had she really reinforced the color-like-you business. I didn't notice any glimmers of creativity which might have been stifled, they were looking to teacher for approval and direction anyhow. It was great to see the sense of satisfaction on Tom's face when he was convinced he really knew how to do something well. I was struck by the sense of achievement evident in each of the kids - there being virtually no unfavorable competition, and the task

being a safe and often repeated one. It struck me as a great activity to do over and over with this group - they would have been lost with the furniture activity. Teacher told them to turn paper over and draw-your-whole-family. I had the feeling that some fell into deep water, and didn't know where to begin - it was too big a demand.

ST's group seemed to have gotten the idea of taking turns with the furniture card game, and most seemed aware of what "turns" meant. They seemed to do better in understanding what it meant to take turns than why some of the furniture went in certain rooms.

10:30 Small group singing. Seemed that there was emphasis on following directions - what comes next, what do we do now, etc. Directions were well articulated, and repeated often. One thing began to strike me about grouping, that after the children no longer need a special teacher all morning, one can group them in a variety of ways - homogeneously for lessons, practice, experience, and heterogeneously for a snack. There was a snack calendar in evidence for each group. "Whose name is this" what do you do today? There was a symbol, cup, napkin, cookie, etc., to represent each job. The calendar was big and the symbols 3 dimensional. Excellent. (I have also hoped for a weather calendar on which the symbols for the day's weather and the names of absent kids would be listed each morning.) In one group there was some emphasis on passing left and right. I think this is frosting-on-the-cake for now, and even though a couple understood, it seems superfluous. Most teachers emphasize the sounds of food and quantity, i.e.,"how many do you have." AT had kids counting out the snacks from the common bowl. The snack time seemed easy and fun, even though teachers were using the time to focus on the experience of eating. Perhaps the reason snack looks so different now than in previous years is that teachers are focusing on the experience of eating as opposed to abstract learning. They aren't losing much opportunity to reinforce previous teaching or to present new things, but they are relaxed while eating and the children do not seem to be under pressure. There is a fine line between over-teaching in snack, thereby robbing it of pleasure, and alternately ignoring its value as a learning experience. I was really delighted with the balance, much better than anything earlier this year or in the past.

<u>Free Play</u> - Free play is less free, in that the teachers are directing it to some greater extent. They are focusing on things they have learned, (taught) (blocks, matching, doll house, cutting, building a fort). This is certainly teacher-involved if not explicitly directed play. It seems to result in rather little need for management of children's misbehavior. Most of the teacher energy is directed towards positive activities. There is a ring toss, collage-pasting with textures in focus. There also seems to be a planned visit of kids from therapeutic program. The overall level of activity of the Basic Program children does not seem markedly affected by this exchange.

In general, I get the impression of a well planned morning, with little left to chance. Despite rigid quality of that statement there is little evidence that children's spontaneity is ignored, or that teachers ignore opportunities to use what the children bring up. They seem ready to respond, but are not dependent on the children for moment-to-moment activity.

Several things seemed in focus today:

1. Children should be given activities and experiences in terms of their level of readiness, and in this way helped to build feelings of effectance.

2. Every moment can be used to teach if the teaching is sometimes reinforcing of previous learning. Planning seems to be much in evidence, which implies that to have an organized approach to learning, advance planning must be done. This does not contradict the goal of reinforcing children's individual suggestions or directions.

3. Learning that is immediately relevant to the self (body) or to the day-to-day living situation (house) is most efficient.

4. Children must attend to time sequences - must begin to connect both time and place so they may later connect ideas and concepts more readily. There is a lot of specific emphasis on directions, on anticipating on how to do things. The calendar begins to externalize time and make it symbolic.

5. The eating experience combines opportunities for learning social and cognitive patterns, but more important helps kids to realize the components of an experience as pleasurable and automatic as eating. They learn to approach with some analysis of an experience, and therefore to be more aware of its parts and varieties.

6. Activity is important - not chaos. The classroom atmosphere is busy and enthusiastic but not chaotic. Things move quickly, but the children are not dragged along. The EXPECTATIONS are clear, and having been made clear, the children follow in line with them.

BASIC PROGRAM
Early May, 1969

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9:45 HT is with a group of six working with Language Lotto. AT has a group painting cardboard tubes, and ST has a group playing in a basin of water with materials which sink or float. It seemed in the water activity that the task was to look at what heavy and light things do, or to describe why some things float or sink. It seemed the intention of that activity to connect experience to concepts of heavy and light.

The lotto group was enthusiastic. The focus of that activity seems to be on location of objects - prepositions of place, e.g., beside, under, inside, over.

In the water activity a sponge is soaking up water - this struck me as a different concept from heavy and light, and possibly confusing to consider at the same time. Later there was also a comment about paper changing color when dipped in water. There are thus three dimensions that were considered - weight, absorption, and change in appearance or state. Somehow it would seem simpler to consider the concepts one at a time, unless it were the purpose of the activity to experience water's effects on things. While the latter would be a reasonable goal, I gathered that the goals were conceptual rather than experiential, and if that were true, separating concepts from one another on separate days would seem more productive. I didn't hear much language which convinced me that the children got the language surrounding the concepts, although they were observant of the changes and occurances which were part of the activity. (The kids are so much more observant than they were). Not many questions asked by children. (Teacher asked questions like "which one will..." and will this sink or float." This style elicits little complex language, if any, and is too easy at this time of year.) In the painting activity they were free to use one or three colors in painting the tubes. Some children did one color, others several. There was no language involved, though a lot of emotional talk of the show-me type. Teacher did not elicit language which might describe the activity or get the kids to speculate about their products. The verbal style of teacher was excellent for an earlier period of the year - but not challenging enough for now.

Children move from one interest area to another, apparently getting a turn in all three. There is little wandering around, but those who do seem to get uninvolved for brief periods seem to be C kids. The room is attractive. There are living things on a table - turtle, etc. For today there is a huge bunch of lilacs overshadowing the other things. For enjoyment of the lilacs I would prefer that they be on a table without other things to distract from smelling and touching them, and perhaps asking questions about them. There is a lovely blue mural on one wall which the children apparently did following a trip to the aquarium. They have fish attached to the mural, looks real. The room is divided by interest areas now, although there are many things in each area. I would wonder if the interest areas could be defined in such a way as to have a clear image, e.g., an art-production area, a

language-book-picture area and a science area, each with materials and decorations which suggest their function from day-to-day, even though the specific activity within each varies from day-to-day.

Ralph had finished a turn in each of three interest areas, and accepted the alternative offered by teacher to come again or do a puzzle. Nice structuring of alternatives. However, he took a puzzle of his own choosing and was doomed. He asked T for help, and she said after she finished with the group. His frustration and experience of failure were painful to watch. He eventually got two other kids to do the puzzle and walked off before it was finished. It struck me that even when alone, kids who need materials at a particular level can be loused up by feeling failure and defeat. The point of this puzzle was that no teacher could really have helped him regain self-esteem since he just isn't able to do anything that hard as yet.

Teachers seem quite aware when a child starts to roam and immediately reach out to bring him into one of the activities. When children finished what they were doing, I felt the teacher reinforcement could be greater. The issue is not amount of reinforcement, which is very good, but the discrimination of those behaviors which now need to be further shaped, i.e., completing a task or activity.

In clean-up activity, the children help teacher sort things out. This is fine. There seem to be many more opportunities for sorting and putting away which could be more refined, and increase teaching possibilities.

Concerning the water activity with objects which sink and float, I wondered if there were too many objects in the water for the size of the pan, and the learning that was intended. One could presumably become distracted by the variety and quantity.

Joey arrived late on this day, and was warmly greeted by Ben, an A kid. It was interesting to note those who were aware of Joey's arrival, and the greater attention was paid by A's.

During clean-up no one was at loose ends - those not helping went to look at the plantings of radishes, collards and seeds on a moist towel. A teacher happened by and talked with them about what they saw.

The message about puzzles, for the few who took them out during transition was practice (learn) now and do it again tomorrow.

Outdoor preparation was also clearly in a message: go get ready, sit in your locker, then I'll know you're ready.

While sitting in their lockers two kids raised their hands, which I gather has not been taught, but the teachers recognized this somewhat as "growing up" behavior and smiled, but didn't make a big issue of it.

10:15 - <u>Outdoors</u> The outdoor period now looks more like a school recess, with the teachers having involvement primarily with the C kids who are inactive. Activities available include jumping rope, ball bouncing, 3 bikes, wagons, and some are using slides. Swings all in use.

10:40 Prep. for Story time. Wouldn't I know "Harry the Dirty Dog" is on again.

HT has a very active group. AT's group is really with her. They read together the story of three pigs and the kids know it. She has some of the more verbally competent children. There is also mimicing and collaborative story-reading in ST's group. AT's style is beautiful - she anticipates, gets the kids involved in thinking ahead. HT's group tends to talk from their own experience, there are some immature kids there. It is amazing to see what happens in the small story groups, and how attentive and still the children remain, whereas in music there are many times when the kids are called to order (music is total classroom).

I was struck with Polly's smile, which is now observable. ST has invested much in Polly, and Polly has imitated her smile! ST ends story time talking about colors of children's clothing. HT does the same. Sounds like a nice activity for personalizing, getting kids to observe themselves and others, and meanwhile giving the colors some practice.

10:55 Washing hands before snack. At this time, after coming to tables, they seem to talk about who didn't come today. Children are asked what job they want for today (passing napkins, food). There was a subtle emphasis on words and constructions. Earlier in the year, the children had a wall chart listing snack chores, and now they are using choices. Some children stopped to look at turtles and fish on their way to the snack (I felt they were on too high a platform for maximal looking).

Snack is a pleasant conversational time. I was anxious to observe verbal constructions, and was most aware that the children who are most verbal get the most from the snack conversation. They are aggressive and fast with the tongue. The quiet ones seldom speak, and when they do they are shut-up by others. I feel the teachers do a good job but that the natural spontaneity of the verbal ones is really a negative reinforcement for verbalization in the others. In AT's group there is some real conversation among the children - Andy is there and though he is less verbal he did get into conversation with the others briefly.

Snack continued to 11:20. It was a very pleasant time, very social and a time when a great deal is reinforced in pleasant times of being together. There is no forced quality to the interchange with teachers, which in some ways relates to the presence of the verbal children. I wondered about regrouping to keep the less verbal ones in a group of their own. It might be that the teacher's frustration in talking with them would be more negative than their being unable to hold their own with verbal children. I'd like to give it a try for a few snack periods to see what would happen.

11:22 Everyone is on the rug now. Dr. Young and a student are there which attract much attention. HT starts little Red Caboose. Kids are amused when Dr. sings and his voice is apparently the fascination although it could be his sitting on the rug, etc. Four children

are really not with it. The more competent kids are the best participants. They sing other songs - three blind mice, spider.

Roll call - some answer I'm here today - as taught. Others get creative and answer in unique ways - lovely.

Another song - Oh my, I wanna piece of pie - pie too sweet - want some meat - meat too rare- want some bread - bread too brown - have to go to town - too far - have to take car - car had a wreck - broke my neck - oh my - no more pie. Kids know this song and repeat it in loud then soft voice.

11:30 Play choice - T asks what do you want to play today - goes around and asks one by one, she gives ideas to those who offer none. She keeps track of trucks and blocks, and says no to things she doesn't want used that day. Excellent device again for getting verbal mediation before action begins.

There is a large block construction which is functional for climbing, sitting-on, and getting inside of. Two children go back to the paint activity of the early part of the morning. Ben goes to the work bench and hammers a nail. This looks like a recent addition to classroom, and I would wonder if it is usually A kids who move to new things when they become available.

Paul seems to be playing house with Irene as wife. I decided that I had read more into it than was there - she might have been wife, but he wasn't playing with her though she tried to engage him. One girl is at sink alone - stays most of playtime there. Irene chewed-out Paul wife-nag style - he does nothing, though he seems a bit scared. Then I noticed he was mothering a baby doll and that was why he was in the same vicinity as Irene. He seemed not in the slightest able to defend himself, nor interested in other children.

AT serves soap suds to Irene and her baby at the table, and they talk about eating the imaginary food.

THERAPEUTIC PROGRAM
October 17, 1968

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I. What follows is a running commentary. I spent the morning in several consecutive, but not continuous observations.

At 9:30 I was struck by the fact that there appeared to have been no preparation for the children's arrival. There were no materials on the tables save some plastic knives and forks, which I figured were not there intentionally. A couple of children arrived and ST told them about some new animals the teachers had for them (I never did see the animals) - the point is that she talked alot, and had nothing ready. Two children were moving around the room rather aimlessly, in my opinion, and the whole picture of a secure, predictable environment escaped my view completely.

Apparently ST's group goes outdoors first, and they proceeded to get ready, and were getting toys out - she asked one boy if he wanted to take a bike, he nodded NO, but I felt sure that if she had brought 6 bikes she would have had six riders and that asking for decisions so early in the day and so early in the year, in reference to highly valued equipment was unrealistic. They seemed to go out with one bike. I didn't watch the playground activity except from the window, and my only impression was that there was no real plan, and that ST focused on only one child most of the time.

The other two groups now got clay - a tiny bit for each child, in my opinion a too-small amount. Now there was clay and knives and forks on the tables, and a few very small tins. Whatever they were, they were too small, and too few.

There was some shifting of group membership on this morning, and AT received some kids. She introduced and welcomed very explicitly, going around to each child one by one, rather than saying things to the group as a whole. She made a Hello game, then quickly moved to "lets make marbles and meatballs." She really led the way, and gave the children an excellent model in her own focus, enthusiasm and participation - though the activity was limited by lack of clay, and the consistency of the clay seemed too moist. She talked about blue and green clay, which didn't go anywhere, but she made no demands for performance or verbal response. The kids were really with her.

At 10:00 AB and CD's groups were getting ready to go out. CD was alive and active, though not pushy. She buttoned kids in, while managing to talk to each kid and keep individual contacts going even though there was the usual confusion of getting-ready-to-go-out. The group waited at a designated spot and marched out together singing we march, march. They marched RIGHT THRU THE ST'S GROUP WHICH HAD COME INSIDE TO START CLAY, AND IT WAS LIKE GRAND CENTRAL.

I didn't see much of AB's indoor activity at this time, partly because her area is peculiar to get a handle on. Outdoors I couldn't see much of her, though she was in touch with her kids - but several

were absent apparently. CD kept her kids with her in their own group - it was good to watch, since one got the feeling that both the group and individual needs were meshing.

Inside ST was working with clay "I have four pieces" as she cuts a circle of clay crosswise. Nothing was happening there, except for the inveterate walking through of various people which was distracting to me, and I would expect to the kids.

10:30 Snack Time. I watched HT with ST's group, presumably the latter was on a break, and I also saw AB's group. HT did a lot of talking, describing etc., and the children were attentive and alive. They guessed what was for snack, poured their milk as she had shown them and beautifully - many little things for feeding the effectance bit. Apparently the approach was idiosyncratic, since AB poured everyone's milk and played mother. Though HT asked no questions she talked and enjoyed the foods - maybe more than necessary, but not in any way overwhelming. She started something about eating like a girl vs. a boy which I never did grasp, though there was some response from the kids to this. There was vocal music on the phonograph, probably a spiritual or folk record.

I moved to CD's group on the other side of the room, where snack was over. The kids were seated on the floor and she was reading a book, really talking about the story in the book. Though I feel it is too early to push story-books, the attention of the group was good, and her approach was enthusiastic and she did have the children's attention. She could have done as well telling the story without the book.

11:10 Music. This started out with HT singing a three stanza song, to the accompaniment of the autoharp. I viewed it as entertainment for the children since they could never do three stanzas. I am not sure of the intent, but clearly the children were delighted with the entertainment and this may be a worthy goal. I recall enjoying my grandmother or mother dancing or singing for me, and it may be a good way for teachers to show their enjoyment and pleasure in the children - it is a form of giving which is pleasurable to most people.

The eventual response of the kids was to meow, bark and moo, as the song got to those points. The song changed then, and there were lots of instruments which appeared distracting, although the final sound was stimulating, and I don't know that the distractions were not outweighed by the feeling of accomplishment in making an orchestra.

As music was about to end, there was a nice series of transitions, which could be improved, but were basically the right structure and sequence, HT emphasized several times that free play was coming and I had the feeling it was like "be good because Santa will be coming." There was a quality of emphasizing the fun of free play which could be enjoyed if one were good the rest of the morning. I think if free play is here to stay there are ways of making it sound more like a piece of the program, by commenting on its being the time for children to choose, vs. teacher. Also a time, when Mrs...will be with..., etc.

HT told the children that they could go around the room and feel the hard and soft things, and they could also play with the instruments - this was good, but more options were in fact available and encouraged.

She moved very quickly and smoothly to a stand-up transitional song with jumping, turning, etc., melody and words simple and good. "Lets all clap our hands, clap our hands together...."

11:15 The children are told "you may go and play with whatever you want." This is the third time this statement was made in my hearing. I think the teachers needed a break.

During FREEPLAY no teacher was with blocks, and one should be. The mirrors, arranged in the corner of the block area do seem to reinforce block building, but it doesn't seem to continue without adult attention. In addition there are safety reasons for having an adult present.

Several kids continue to stay with HT and the instruments, so that she was activity focused in a way that no other teacher was.

Many kids were at the water table, and one was in the same general area washing the floor with a mop. There were cups, funnels, corks and a boat in the water, but not enough of any one thing. I would think that the learning value of water table would be better served by not mixing media, i.e., have boats and things that float, separate from things that pour, or things that water funnels through before combining these things some months hence. As it is, the kids play, but the range of toys was too great, and the sharing demanded obliterated much of what they might have EXPERIENCED in water play. Also, there was no teacher near the water table except for disciplinary purposes, the latter would not have been necessary if a teacher were there.

Some kids were on the gym, the blocks having been abandoned. The gym and blocks are close to each other and the gym is too threatening to block play, if both are permitted at the same time.

ST seemed to be in the play kitchen, with very few children - I didn't see much happening there, but part of it was the level of action in the room which made my movement difficult without becoming obstructive. I didn't see AB at all during free play - she may have been on the other side. CD was upstairs most of the period.

What comes through in free play is that it is teachers time to rest and just be sure kids don't get hurt. HT is the only consistent player. I think it is extremely difficult for teachers to understand the meaning of play, and thus the lack of structure loses the focus both for teachers and children.

Most children were involved in some activity during the freeplay time - as a whole the kids are not quite as inhibited as former groups, but there is no remarkable difference in terms of demonstrated needs.

II. Goals - I can't really say. The one consistent message was to get the kids to go along with the program so they would reap the reward of free play time. There were evidences of clear communication to children about what was expected on many occasions, which was probably intended. Disciplinary actions were positive, though my only criticism would be that many were avoidable if the situation were structured and the teacher there with the children. Children were given alternative choices often - though I think if this was a present goal it might be better emphasized a bit later.

III. Rationale -There is a clear expectancy that children only enjoy play of their own choosing, free from adult intervention or presence. This may well be related to a theory that children learn best through play, which one cannot disagree with. However, the assumptions behind such a theory are many, among them that children are free to handle themselves and to invest in play that enhances their growing edge, etc. There is play and there is play. My impression is that all children probably gain much from playing WITH adults, at least any that I know do. While play WITH adults may be optional for kids from more "advantaged" circumstances, in our situation I think it has got to be part of the program that teachers be "in there". Of interest to me were the teachers in both rooms absent during freeplay, not only briefly. There is too little awareness of what children are about when they play, and too little readiness to pick-up on their cues. I got the eye from several children, simply because I was looking in their direction. The teachers were, by and large looking at 5-1/2 feet levels, not tuning in. I think this is less a deficit in our school than a real problem in using freeplay as a learning technique. Either one teacher can handle the whole thing while other work or play with individuals, or the thing should have teachers really involved in playing with the kids. The only thing teachers were doing better than mothers could, during FREEPLAY, was using positive methods of directing and controlling.

IV. Media - I have a hunch that clay and water were intentional - though the clay-for-security bit was obliterated by using knives and forks, which are wrong no matter from which viewpoint. To use clay for comfort one would probably have lots of clay and no equipment for making things. The water was soothing - but if soothing was the goal, it would have been nice for it to be soapy, etc. If toys were intended to serve any purpose, they were not chosen by any identifiable rationale.

Music as a medium was excellent, and probably reflects the fact that an expert was involved.

There was no evidence for preparing the environment to meet any need in the children. The walls have lots of touchy things, and the room is brightly decorated. However, the small areas are like back rooms in a grocery store - too tight and too unprotected, except for CD's. Implicit is the notion that the play area is the important part of the classroom. It is a traditional set up, good in that sense, but there is nothing particularly related to unique needs of the children in the room.

I am not sure to what degree the teacher is the major medium of exchange since other than CD, there was no real evidence that this was in focus. I don't know what it would look like if it were happening, but somehow I think the teachers would be in there playing with the kids, not monitoring.

Of the other possible media in use, there was none that teachers seemed to be focusing upon, reinforcing or making attractive in any particular way. I saw few children touching the touchy things, and no teachers -tho again I didn't see everything. I did talk with one child who went to touch, and she was quite ready for my interest and my focusing on the different touches, etc.

THERAPEUTIC PROGRAM
November 1, 1968

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9:30 Kids are already painting and in their small areas. They are using red paint on newspapers. In AB's group, they are painting the newsprint itself, and AB is making comments about what they are painting. As they finish she tells them they can take another piece or gives another piece, commenting things like "here's a sewing machine you can paint" "paint the president red .." This seemed to me to be a great thing for incidental learning since it made no demands on the children but kept a verbal stimulation going, and the pattern varied. The kids were also exposed at least peripherally, to the idea that newspapers say lots of different things to their teacher. The children are seated and smocked. There is adequate paint and fairly good sized brushes. I wished the children were not all seated. The lockers have been moved into the small areas and the children go immediately to their areas when they arrive at school, so no teacher time is lost in retrieving a kid from the locker area. The group was together from the very beginning of the day, and the teacher is right there all the time. From the point of view of transition, it is of interest that the children who are already painting give the arriving children a clear picture of what's on the schedule, without much verbal description from the teacher. In this way any words she uses can readily be connected to visual and physical cues, which for this time of the year is still very important. I do think AB's space is too small, but not as much as the Student's area. She is badly placed in terms of her own security the space given her groups, etc. It is clear in the physical set-up that she is low man on the teacher-totem. She cannot be expected to be benefiting anymore than the children from her space. Her area was moved, so that it is no longer a hallway - but still it is third-rate. There may be something to be learned about why new teachers in city schools have such a hard time - it would appear that the whole environment conspires against the new teacher, whatever her personal strengths might be???

There are Halloween decorations hanging from the ceiling at child height, and a variety of reminders of that day. There was some pumpkin decorating the previous day which I saw, but which seemed a bit difficult. On the other hand the kids got to take their pumpkin home and even if teacher helped decorate, there was probably a feeling of accomplishment simply in carrying off the pumpkin.

CD's group is also painting. It seems that the goal is to use big motions, and not to confuse color or form. There is lots of red paint and big brushes, and lots of paper. She asks the children to do one for her to keep in school, which sounded good - one for home one for here. It seemed that construction paper was taking predominance, with newsprint mainly to catch drippings. Again, the emphasis as in the other classroom was on the process of painting. The rewards were clear and frequent. Third group was outdoors at this time.

9:35 I felt things were really moving and there was an implicit plan - the teachers were awake and with it and the day was really moving within five minutes of its scheduled beginning. The third group was on its way outdoors and the other two groups were actually well into the painting.

9:45 AB commenting about parts of paper kids are painting. One kid wants to paint her and HT arrives just in time to say we'll make an outline of AB on the paper and then you can paint her. It turns out that she couldn't find some kind of tape to make an outline (though crayon might have been OK) and then the painting time was up. It was a potentially great thing and one of the few digressions I would have considered worth going overtime a few minutes for since it was a clear affirmation of AB's significance to this child. Suggesting that they do it another day was a poor choice - it might have been better (though I didn't think of it either until later) to have deferred it until freeplay time when the children interested could have returned to that activity.

AB cleaned up after the kids which may have been necessary because the activity was a very messy one. In general I think it maximizes the sense of effectance if the children can set-up and clean-up as well as do their thing. It is clear that the teachers are rewarding the children for "what you've done." The message is clear - look what you've done, it is good, great, etc.

The fact that the kids are involved, all of them, attests to the rightness of the activity. The teachers seemed clearly aware of what they were doing and didn't have too many things going at once. For once, I thought the activity time for this painting activity was too short. It looked as if the kids might have continued. I would wonder about a two stage activity where the first half of the period is devoted to a free activity like the free painting, following this (same day) with string or sponge painting as a way of EXTENDING the experience without starting over or changing things too much.

9:45 Kids get ready to go out - they stay close together which seems helped by the fact that their coats are in their areas and the group is clothed and together before they leave their area. I am sure there is an optimal time for this arrangement, with coats being away from the work area later on.

10:30 There is a transition in progress and it is not good. There is much diffuseness and looseness. I'm not sure if its because the kids have just come in or because the snack plans are loose. AB leaves her group to get snack materials, which might better have been placed in her area before school began. Things look a bit wild - AB is waiting on kids rather than allowing maximum self-direction of snack. Things do settle down and the snack activity is pleasant, lots of chatter and lots of comments. One particularly interesting occurence in her group was a unison chant of YUM-YUM which emerged half way through snack - very nice.

ST's snack time is disorganized. Her area is too small and disjointed and she seems to be projecting her uncertainty to the children.

One is on the floor with blocks left from an earlier period, another child stands on a chair, then another one has a block in her mouth. Kids are noisy, making noise with their feet and the goal seems to be to prevent chaos rather than to enjoy snack. I think the teacher is insecure but her area doesn't help her or the kids to feel secure. She left the snack area to return dirty dishes to kitchen - which was the last straw in terms of holding that group together.

CD's group is eating and she presides as queen bee. She is the center of attention in a positive sense. The kids are with her - she is giving, stimulating and nurturing. She is telling them things about the food, smiling and generally doing a grand job of nurturing and teaching. The snack is potato sticks,raisins,and milk. One child asks CD to taste his. There is some talk about the taste and texture contrast between the two foods. CD uses names a lot more than any other teacher and the kids seem to respond well to this recognition.

I wish that AB wouldn't stand up so much - she is often over the children rather than at their level.

10:40 Snack is over and AB begins a smooth transition into story in her area. Her transition is good the choice of story very bad. Her first story I don't think I caught. But she was reading about cowboy Sam when I was fully tuned-in, and only two or three of the kids could follow. That is a poor book on lots of counts for these kids at this time. Too small, too detailed drawings, black and white, too much emphasis on story sequence, etc. etc. Her technique was good but she didn't really have the level of involvement she would have had with picture - telling or a more appropriate book. On the other side of the room CD had one of the best story times I have seen. The kids didn't even see me and when they did they ignored me and I was no more than six feet away. She was using that alphabet book of colored photos which uses familiar objects and has only one per page. One child was turning pages and because there was no sequence (she wasn't paying attention to alphabet) any page he turned to she could talk about. There was a kind of groupiness I've seldom seen in that classroom and the attention was fantastic. I watched through several pictures. She was talking about the picture of STAIRS when I arrived and then oranges. These things were real to the children and they knew lots about them. The STAIRS was particularly great since all the kids know stairs and what they do and all sorts of things about them. I wonder if we couldn't write some stuff about stairs and elevators to use in teaching lots of things conceptually?

One child in her group was on the fringe with another book - she handled this well telling him we're having a good time and if you want to join us we'd like it, otherwise be quiet and look at your own book. He was resisting rather than not tuning in. He seemed well aware of what was going on, rather than unable to handle it.

The two story groups were well underway while ST was getting her brood together. She needs help, particularly in structure of her area. One child has a toy from two periods past - kids are really diffuse. I did not watch her story, since my very presence was a further threat to anything happening.

Just a comment about the logical extension of CD's story or picture reading. If the kids are doing well with that, the next step would be to choose a few mounted pictures and make a story with them that requires sequence, not unlike some of the stuff done in kindergarten readiness for a different reason (not so different). I think it is important to be sure the kids get the idea of a story being a connected series of events and the only way to guarantee this is to go over and over a few short sequences with only three or four elements where they can then put the sequence together themselves and tell the story. Then you know they are ready for story books. Another comment is the importance of immediate experience in story content. CD's kids knew about the things in the pictures. One could construct a story series by having a lady going downstairs, being in a store shopping, going upstairs and then a cooking scene. This works beautifully with 3 and 4 year old deaf kids, by the way.

11:00 Music. AB and ST were up front before the group leading songs. Both did a good job, but apparently there was no plan for them to follow. Their ingenuity was good, the kids responded well (partly I think due to the fact that the teachers were quite visible). It would be to greater advantage that the music be chosen for what it ties into for the day or the week. I think HT does music when she is there and she was at a meeting this day.

There was a hanging together in the group that was remarkable. Most children were singing and doing finger movements. They knew words to songs and said them distinctly. The words to Blackbird were so clear - hard to believe judging from previous years, 4 not singing, 2 not using hands - all watching and attentive.

11:20 Free play is on, I don't know where to begin - such chaos that I retreated to the observation room rather than add to the melee. One child on rocking boat endangers two nearby with his rocking. CD is there next to the gym, and she is really with it but things are much to wild for her to handle that many kids in that activity area. ST was with three kids and snap toys in her area, but she leaves to the few kids in living area. This area is too unprotected from the bedlam in the gym area, and nothing really gets off the ground as a result. The kids are on guard against REAL danger. I wondered if the living and doll area might be over in the 112 kitchen area, formerly locker area, or in some other protected place. The book rack is too far out of contact with anything else to ever entice spontaneous interest either.

11:25 There is one forlorn child alone with snap toy in ST's area. ST is taking down a second ironing board which is blocking traffic. This room is so damned cluttered, I couldn't even see what I was seeing. AB and one child are alone in her area and she is writing something. There is a floor fight in the kitchen area - no teacher (play kitchen area). It is of interest that the teachers nearby do not see this because the noise and confusion are so great. It seemed at this point that the whole classroom was hinging on CD's physical stamina, and that such a task was impossible for anyone.

Helene is a battle-axe, glowering and hitting kids in living area. AB is still a traffic cop in an impossible situation. Three kids are

in CD's area alone but working on table toys relatively safe from the din. There is still a child alone in ST's area and one in AB's.

The gym area is pure diffuse energy in motion. There is no control for many of the kids. I think the gym has done its bit and should remain outdoors. The level of activity for those who are free can only overwhelm or unhinge others. Another floor fight in the kitchen area - the teachers look haggard. Utter chaos.

I went for HT since she wanted to discuss freeplay and I thought we had better both see the same thing. In a few minutes before we came back, both classrooms had put the gym away and the tempo had moderated considerably, with kids being spread into other areas. I did see another fist fight which no teacher noticed, and in general had the feeling that although the tempo was moderated the kids were not really settled down constructively and that the preceding 20 minutes had not been useful to many of them.

Goal:

1. Internal readiness of child - reinforcement of child's performance would seem to be emphasized to give the child a sense of what he can do and do well.

2. External setting - There is more attention to physical and visual space and an awareness that this helps. This seems to be a focus which gets hazy at times but is more obvious than before.

3. Media of Exchange - simple materials like paint and snack to foster involvement and information exchange in pleasurable ways. Virtually no demands for response from children were in evidence. The exchange was at the sensory level - touch, motion, taste and vision.

THERAPEUTIC PROGRAM
November 15, 1968

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It should be noted that I was not in the classrooms all of the morning, so these observations are incomplete.

10:00 AM Two groups are outdoors and one is coming in. The outdoor activity still bothers me - there are children sort of sitting or daydreaming for periods of time, it is unlike the normal playground behavior of children - and seems more "different" than what one sees indoors. The ebb and flow of activity is not quite right. Again more equipment might help.

ST has come inside and is warming hands, etc. She is comfortable chatting easily with the kids and seems to have the lead over them. The noise level of her group and the amount of testing behavior seems to have decreased, and I would guess it is because she comes across as more confident.

HT comes to the group to run the art activity. She is somewhat overwhelming in that ST is very much left in the background, which is questionable for the children's perceptions of their teacher. The activity is painting a face on newsprint - there is a clear image to make a face, and while other ventures are not criticized, they do not receive any reinforcement whatever. They have one color of paint. If child does not seem to grasp the idea, teacher demonstrates or asks what a face needs, etc. Two children draw horizontally, i.e., they rotate the plane 90 degrees, although they align the facial features in appropriate relation to one another. This is not uncommon at this age, and the teachers helping on subsequent paintings probably helps reinforce the more conventional orientation of eyes on top and vertically above nose, etc. There is a lot of emphasis on eyes, nose and mouth and the beautiful faces they are making. They are encouraged to make many faces. There are pasted face pictures on the bulletin board. The teachers are talking a lot but not demanding answers. A game of names arose and seemed to be related to someone's mother who was upstairs, and then he spoke of two sisters who attended our school, Then HT began to guess names of other children, using fake names until she hit the correct one.

10:30 Two groups are coming indoors - told to drop their gloves in the box - few wear gloves to school, gloves are kept for outdoor use at the school.

Snack intervenes, but I didn't watch much of it.

11:00 Music the activity seemed Geared to both listening skills and body parts. Ears were being emphasized - put fingers in your ears and listen to yourself talk - listen for the difference when you take your fingers out of your ears. T turns on record and asks children to listen - she lets them listen and do what the record says alternately (Eensy Weensy Spider). The record goes on to other sounds fire engine, dog. Only one child is not tuned in it seems. They clap

on cue at one point. Listen for whistle, sleeping music. This is really a great record. The next section has men building with hammers - then bells of various kinds for the children to identify, and they were pretty good at it. They were getting stupendous reinforcements from HT for listening. She essentially ran the activity alone, some other teachers were there, but I don't know who since she really had the group alone. At the end they wanted the spider again and she asked whether they wanted to go fast or slow.

Then the children were told to get up and were assigned partners. They had a song about body parts - washing hands, face, knees, etc. They danced around as a chorus. HT then banged on drum and called everyone to sit again. They repeated a song I've heard before about animal sounds - pig, cow, dog, cat. They seemed to know the sounds for these animals rather well. Participation was excellent.

Teacher commented on their sleepiness today - I never would have guessed!

She then goes into a transitional song, clap, stand, jump, spin , together, a round of sorts. Then they sit again as part of the song. She gets girls to stand up on toes and they do a sort of round and then are told to go where you want to play - boys do something similar and are told to go where they want to play.

During freeplay there is a tunnel on the rug which they can climb into and roll around in. There is a lot of activity on the mats at the beginning of free play and it really does interfere with the activity in the adjoining doll and kitchen areas. A few have taken puzzles. Some asked to have the record again. The initial level of activity is high and not well organized. Two are at the water table making like chemists. The cooking activity in the kitchen has a lot of yellow clay and ST is really helping to structure the play by suggesting that one needs a spoon to eat, how the eggs get from pan to dishes, what a good housekeeper does after everyone eats, how to pretend-eat, etc. There is a lot of introduction of ideas without making demands, and it seems to help this play hang together and to develop beyond what often occurs when the children are left alone with meager resources of their own.

By 11:40 the kids have spread into three areas. There is painting in the 112 kitchen, tinker toys in AB's area, tunnel on rug and ST and kids in kitchen area and still a few in water table. It seems at this point that the activity level is better and the tempo good. The teachers are primarily playing with the children rather than directing traffic, and kids are staying with one thing. I wonder if it is possible to plan ahead for this division of activities and areas both by locating materials and limiting the number of activities. I think there is also value in assigning kids to certain kinds of activities if they are not developing much in the area where they gravitate day after day.

There is music on the phono which HT turns off when she sings about clean up time, stopping what doing, and putting toys away.

What was the program?

Goals: internal preparation of the child is emphasizing transitions and helping children to internalize the handling of change in activity and predicting schedule movement. Also the emphasis of body concept would seem to be focusing attention on the children's sense of body boundaries and properties which is reinforcing their sense of adequacy and capacity for effective interaction with things outside.

Externals are attended to: there are touchy things hanging down, the areas are divided up, and except for the vulnerability of the doll and kitchen areas there are delimitations in function of the areas. Groups seem to be hanging together well in their special areas.

Media of exchange. The emphasis on body parts was evident in music and art in a very explicit way. I did not see the individual stories in this room. The music activity was movement oriented and was much more totally engulfing than any other activity - it comes close to being an optimal teaching situation. If listening skills were in particular focus, I think there was a superb job done, though I suspect that was not an intended goal this week. I didn't see any material or activity, except for the beginnings of freeplay which was bad or inappropriate.

THERAPEUTIC PROGRAM
January 23, 1969

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Groups are divided. HT is working with a group of boys, and AB and CD seem to have combined. HT in AB's area - for whatever reason AB looks displaced to me - she may have feelings about loss of territory. HT is working with Bereiter-Engelman pictures with about five slow boys. They are pictures of boys doing things. She asks them to do the thing the boy in the picture does..."you do what he's doing." It was noteworthy that the slightest movement of HT's attention and the kids reverted to non-constructive activity - flipping pictures, etc. If she attended to one child, the others wandered (attentionally). She has the kids each pick one boy and she plays a kind of bingo with them... The activity looked good to me, but I had the feeling that even such a carefully structured and exciting activity with a group left something to be desired. Less time doing the same things with individuals might be better, combining them in a group after each is really sure of the concepts. The race puzzles were introduced, and as in the other groups there was emphasis on the white vs. black families. The puzzles are good ones, though I have some feeling about making this particular discrimination (skin color) the basis for right and wrong responses. The two animal families (elephant and horse) would be better, in my opinion.

Teacher instruction is explicit, broken down into simplest parts, and there is much reinforcement. The explicit dependence on the teacher (adult) was so well demonstrated by this group that it made a lot of our theorizing and speculating look good.

ST's group had the table toys and puzzles, and were getting out the doll house to begin activity of furniture and functional arrangements of same. CD and AB had kids going through magazines cutting pictures. The kids were being encouraged to identify things as household furniture that they really were not familiar with. The kids were blanker than I had seen them before - the teachers seemed unsure - and the whole project of looking through magazines demanded too much from both. I learned later that this was not a planned activity, but that lack of materials for something planned had led to it as a substitute.

I did have a feeling about magazine and other pictures, such as we have in the picture file. If the kids were encouraged to sort common objects however they want, we might get across the idea more readily. The idea of putting things that go together in one pile, without naming the class of objects ahead might be a good technique for kids whose home experiences do not allow teachers to make ready assumptions about what they already know.

This group did eventually get the card game with pictures of furniture and rooms. I felt as with ST's group next door that the game was a good one but had too many parts and too many unfamiliar pictures - should be cut down to manageable numbers of rooms and items for any one day's session.

I noticed that in the block area that the shelves had been labelled with pictures of the block shapes, in green. The kids can put things away more readily. There are many things hanging from ceiling - seem to have sounds as the basic dimension - bells, musical instrument, etc. The idea of hanging things both invites contact with the environment, but more importantly (I think) it extends the child's view of his immediate world beyond the four foot limit.

10:30 Gym Class Teachers and then kids were holding feet for hand walking. Later jumping from blocks and doing somersaults. Children take turns - go BEHIND CD. There are some competitive elements - who can jump farthest, etc. The whole activity was a good one. There was a high level of reinforcement for effectance in motor accomplishment. What might have been added was focus on specific body parts which could heighten both the participant and observer child's awareness of body parts functioning together.

After gym, the teachers focused on "what comes next."

At snack tables, the kids had a short round of finding their own names and other names from name cards printed by teachers. They seemed to know quite well both their own and others names. Potential for reading relevant material has always been striking in our kids.

There is a Snack calendar, with the day clearly marked and the name of the children listed on the side. A cup, napkin, etc. is next to the name of the person serving that item on that day. AB tried to get a discussion going about what kids had for breakfast - she tried to distinguish from what-you're-going-to-have-later. Few could report accurately. In ST's group children are now more able to ask for more of something without her offering. They are apparently being encouraged to do so. All groups made comments on the sounds of cereal, etc. As with the other group, I had the feeling that while snack was relaxed and pleasurable, the teachers were able to comment on the experience and encourage easy conversation which focused on the experience. I think in the past there was a tendency for snack time to be more of a catharsis for the children, and while I haven't observed often enough to be sure that this is no longer the case, the staff probably has less tendency to be shocked by some of the children's stories which may alter the content of snack conversation to a less intense level.

10:45 Story AB asks kids to choose a book. I do feel, and have always felt that books should be planned for specific purposes, and that teachers should choose the initial selection to tie in other things in the Program. Later in the story period, I think it is fine for teachers to let kids choose. The children sometimes choose carefully (depending on child) other times, the idea of choice is so exciting that anything goes. While AB was reading, ST's group was still sweeping up crumbs. I think both activities are worthy, but the story time is probably more educationally useful. CD was reading her group Harry the Dirty Dog - that book will drive me up a wall yet. There must be others to compete with it.

11:30 Free Play seems considerably more structured, with teachers offering choices of activities to children. CD is in a walled off fort (blocks) with a kitchen table and dolls. She is playing house with the kids. There is no chance for the activity to be bombarded from without, and the teacher is participating and extending the play rather than monitoring it. I would judge that the kids are enjoying it more than what I have seen before in freer times, and they seem delighted by teacher's active involvement.

Table toys are out, the variety is good - the kids are attracted to them. Art is set up in 112 kitchen, but is not in use. It too is protected from general traffic, and would be a good place I suspect if a teacher were there. AB just arrived, which will probably hasten participation of kids. There is music on the phono. On a table near the window are matching games.

Most evident is the separation of play areas, so that kids can have some privacy and less stimulation from competing activities, until they have become sated on one.

Goals and Means:

What seems most important in this room is to keep things moving and to plan for ever increasing experiences of effectance through simple experiences, tasks, materials. The use of space is much improved across the total morning session, even though I am not delighted with the initial arrangement of special spaces. The kids are involved with things and people much of the time. There is a level of teacher excitement most of the time. Even though it varies, it is my impression that when the teachers have a clear plan of action they come through as more assured and enthusiastic than when they improvise. I haven't been as aware of this before. I observed more willingness to stay where the kids were achieving than pushing too fast ahead. Yet things were not standing still. This was one of the fullest mornings I have ever observed in any setting.

# CHAPTER IX

## CATALOG OF PRESCHOOL TEACHING-LEARNING ACTIVITIES

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The following catalog lists a variety of activities which can be used by teachers in planning preschool learning experiences. There is no sequencing within topics. In using the catalog, we chose activities which were appropriate to the child's actual knowledge and level of effectiveness, providing both reinforcement of already acquired skills, and extending them into new areas. There is no rigid prescription implied in the ideas presented, nor in their order of presentation. Each child, group, and school has different needs and interests at different times. We did find that a list of activities saved time for teachers when they were planning classroom experiences, and helped non-professional staff to choose from a variety of activities for achieving particular teaching-learning objectives.

The greatest limitation in the activities listed is the dearth of simple activities which we found appropriate for immature children, or for children who were afraid to get involved with any new activity which looked too difficult or too likely to result in failure. Some day we would like to see a catalog of varied activities for use by anyone interested in helping infants and young children learn more about the world they live in. At this time, we offer our lists to anyone who chooses to engage in that effort. (For those interested, there are infant activities available from the infant education projects of Ira Gordon, and David Weikart and more are becoming available. The Gesell descriptions of play at various ages are also a source of ideas.)

## CATALOG CONTENTS

I. Sensory Experiences
   - A. Touch
   - B. Taste
   - C. Smell
   - D. Hearing
   - E. Vision
   - F. Motor-Muscle

II. Concept Development
   - A. Number and Quantity
   - B. Functions
   - C. Structure
   - D. Spatial Relationship
   - E. Time and Sequence
   - F. Categories of Quality
     - Size
     - Shape
     - Color
     - Consistency
     - Material
   - G. Classifications

III. Language Development
   - A. Non-Verbal
     - Gesture
     - Facial Expressions
     - Symbols
   - B. Sound Patterns
   - C. Vocabulary
   - D. Syntax
   - E. Dialect
   - F. Spoken Language
   - G. Written Language

IV. Developing a Sense of Self and Social Relatedness
   - A. Uniqueness
   - B. Similarities and Differences with others
   - C. Family
   - D. Neighborhood

V. Social Roles
   - A. Role Functions
   - B. Child-Adult
   - C. Teacher
   - D. Peers
   - E. Sex Roles
   - F. Family
   - G. Occupation
   - H. Community

VI. Cultural Expectations
   A. Property Rights
   B. Respect for Others
   C. Self Control

VII. Personal Development
   A. Independence
   B. Directing Aggression
   C. Leadership - Authority
   D. Achievement
   E. Sense of Timing
   F. Handling Feelings
   G. Autonomy, Effectance, Choices

I. SENSORY EXPERIENCES

A. Touch

1. Have "touch boxes" available (e.g., rubber band, piece of toast, hair or fur, sand or dirt, sand paper, construction paper).

2. "Discrimination boards" of similar objects (e.g., textiles, solids, paper products).

3. Rough and smooth surfaces used in art activities.

4. Experiment with sand paper, files on various materials.

5. Use wet soap suds in finger painting.

6. Do sand painting.

7. Use college materials with a variety of textures.

8. Use several textures of paper in art activities.

9. Taste foods for texture.

10. Walk bare-foot on several surfaces.

11. Listen to the sound of different textures.

12. Experiment with liquid on textures to feel change when heated or dampened (water on sponge, water and flour).

13. Feel the texture of liquids (e.g., water, oil, molasses).

14. Cooking activities: cooked and uncooked noodles, raw or frozen and cooked vegetables, cake batter and baked cake, jello.

15. Experiment with hot and cold tactile stimuli (e.g., ice cubes, snow, hot water, radiator).

16. Observe tactile sense of everyday experiences in classroom, such as frozen mittens on radiator, wet shoes and dried, stiff boots and soft rubbery boots.

17. Make playdough, paper mache (feel differences)

18. Feel vibrations caused by stroking musical instruments (e.g., drum, autoharp, triangle, marimba).

19. Feel vibrations of voices singing, talking.

20. Feel vibrations of motors by riding on a bus, train, elevated train.

21. Use books with textured material (e.g., "Pat the Bunny," "All by Himself," "All By Herself").

22. Color on paper over rough surfaces (e.g., sidewalk, wood, sandpaper).

23. Let children use pencil sharpener (feel motion, shavings, point.)

24. Discuss words related to tactile perception, "rough," "smooth," "hot," "cold," "vibrate."

B. Taste

1. Taste foods of distinct flavor and texture at juice time.

2. Taste foods while eyes are closed to guess what they are.

3. Discuss food preferences, try new foods.

4. Show pictures of food, first familiar foods, later unfamiliar foods.

5. Use words describing gustatory perception -- "sweet," "sour," "bitter," "salty," "spicy," "bland," but don't ask children to use these words early in the year.

6. Taste comparisons - snack of salt crackers and candy, or other contrasts for discrimination.

7. Compare carbonated and non-carbonated drink of same flavor.

8. Compare no taste (water) vs. other liquids, or chocolate milk vs. plain.

9. Have children taste foods which demonstrate these differences.

10. Taste and compare tap water, distilled water, and well water.

11. Guessing game with new food smells and how they might taste.

12. Taste foods before and after cooked.

13. Taste same food prepared or treated in a variety of ways, i.e. raw vs. cooked vegetables.

14. Taste foods with similar physical characteristics but different tastes, i.e., pickle vs. cucumber; various greens.

C. Smell

1. Taste foods eaten while eyes are closed, guessing their identity by odor.

2. Through discussion help children discriminate odors of common objects (e.g., wood, leather, perfume, flowers).

3. Experiment to find out about odorless phenomena, and phenomena that changes odor.

4. Identify foods without olfactory stimuli.

5. Use terms describing odors -- "sweet," "rotten," "strong," "fresh," "fragrant," "odor," "scent," "bouquet," "whiff," "stale," "sharp."

6. Discuss odors of foods cooked in the nursery.

7. Compare individual preferences in odors.

8. Take trips to a greenhouse, pet shop, zoo, bakery.

9. Make smelling boxes (cinnamon, etc.) initially for purpose of just noticing smell and no smell, then go on to differences in smell. Do not ask for labels.

D. Hearing

1. Recognize the quality of sounds in music, the voice, poetry using each in the program.

2. Use tape recorder to discover the sound of one's own voice.

3. Imitate every day sounds, such as an auto horn, dogs barking, birds singing, weather, animals, trains, buses, babies, kids, adolescents, adult.

4. Discrimination activities - sound boxes with rice, beans, beads, screws, soapflakes.

5. Experiment with changes in pitch and volume on the tape recorded; get reactions to sound of own voice and that of others.

6. Recognize and discuss the changes in behavior and response to others caused by pitch and volume of voice.

7. Use music to demonstrate children's response to auditory stimuli (e.g., "What does the music tell you?", "How does it make you feel?"

8. Describe sounds in terms other than those normally associated with auditory perception (e.g., "smooth," "exciting," "sweet," "spicy," "rough," "happy."

9. Use music while children paint, have snacks, free play [illegible] with and without music.

10. Experiment with rhythmic patterns (drum, finger tips, hands, feet) identifying patterns and developing new ones.

11. Listen for the lack of sound.

12. Discuss terms related to auditory perception -- "thud," "crash," "soft," "loud," "piercing," "shrill," "tinkling," "clanging."

E. Vision

1. Simple, non-action pictures with few elements can be placed around room.

2. Hang objects (bells, small furry things) from ceiling at child's eye level.

3. Use magnifying glass, kaleidoscope, teleidescope to develop interest in visual imagery.

4. Take photographs of children and display.

5. Draw outline of children on large paper, and have him color it in color of what he is wearing, display throughout room.

6. Have full length mirror available for children to visualize own body image.

7. Experiment with visual and tactile perception on textiles, stone, wood, foods.

8. Experiment with visual and gustatory perception in similar manner as above.

9. Display and discuss pictures of things familiar to children - stairs, shoes, etc.

10. For more advanced children draw an object incorrectly proportioned or partially complete, have children find "what is wrong"with the picture.

11. Experiment with changes in appearance caused by external stimuli (e.g., water, heat, polish).

12. Use words related to visual perception; "bright," "shiny," "dull," "hot," "cold," "happy," "sad," "angry," "pretty," "ugly," "frightened," "excited." Do not demand such words from child early in year.

13. Experiment with color or form discrimination on a flannel board,

14. Table toys, art materials, science or nature study, can also be used for color discrimination.

15. Experiment with shape, size, quantity in similar manner as above.

16. Use colors in room decorating and accents to evoke mood responses from children.

17. Experiment with shadings of color, primary colors, mixing colors to discover effect on children's art work.

18. In rhythmic activities, use colors to suggest different moods and actions.

19. Use, demonstrate and discuss specific colors as they are associated with seasons and holidays, as the holidays come around.

20. Name a color and have children say what it makes them think of and how it makes them feel. Use large splashes of the color for illustrative purposes.

F. Motor-Muscle Sense

1. Develop co-ordination of bodily movements through games and folk dances.

2. Use jungle gym, climbing equipment wheel toys, other physical activities to develop understanding of body movements.

3. Have children handle weights to develop a concept of kinesthetic perception (e.g., "guess which is heavier," also use a scale).

4. Have children participate in creative dramatics to express self through bodily movements, stress an understanding of kinesthetic perception.

5. Use unit and hollow blocks, (throw) balls for development of larger muscle perception and control.

6. Have full length mirror available so that children may watch themselves and others move.

7. Rhythmic activities and dance used to act out impressions of everyday experiences (e.g., construction of building, story of growing family life, interpretations of music, story, and poetry).

8. In music time or another time can do jumping , hopping, skipping, etc.

9. Dancing, tumbling, etc., can be individually scaled.

II. CONCEPTUAL DEVELOPMENT

A. Number and Quantity

1. With small, natural-colored "fraction blocks," have children count, add, subtract.

2. Give each child responsibility for passing napkins, crackers, etc. (e.g., one napkin in front of each chair, two crackers on each napkin---).

3. Divide food into equal quantities for children to eat (apples, orange sections, etc.). Count out these quantities as each child gets his.

4. Use units and numbers for divisions of equipment and supplies.

5. Change numbers of supplies and equipment in the room; discuss what differences this makes in the classroom situation.

6. Point out units and numbers in clothing - five buttons, one shirt, two socks, etc.

7. Use songs about numbers and quantities - ten little Indians, five little pumpkins.

8. Use games and rhythm activities which stress partners and fixed number sets of children.

9. Discussion about unit blocks- 1/2, 1/4, etc., stressing number and unit concepts.

10. During cooking experiences, allow children to add ingredients, noting the numbers and quantities of things being added.

11. Provide for rhythm activities such as marching with a one/two beat.

12. Control numbers of colors, shapes and implements made available for art activities -- arrange same shapes by size.

13. Lotto games; mounted pictures to be sorted according to numbers.

14. Housekeeping corner; control number of utensils and play materials available so that numbers are stressed.

15. Discussions and use of terms: many-few; more-less; heavy-light; big-small, more than-less than.

16. Pairing children and comparing heights, weights, and size; comparing sizes of animals.

17. Sort play materials (unit blocks) according to size.

18. Use books that help to develop a concept of number and quantity.

19. Use stacking cones and blocks to develop a concept of quantity.

B. Functions

1. Experiment with familiar objects (kitchen utensils, children's toys, clothing, food, etc.) to illustrate uses in our lives.

2. Introduce objects that have specific uses (pulleys, inclined planes, light switches).

3. Discuss functions of familiar jobs (what do firemen, policemen, plumbers, construction workers, mailmen do).

4. Plant seeds (flowers, grass, lettuce, radishes), bulbs (onion, narcissus), and stems (carrot top, potatoes), discuss growth.

5. Have animals in room (fish, guinea pigs, hamsters) and demonstrate and discuss growth in relation to increasing function.

6. Plan activities for children to build structures having particular functions (simple kites, bean bags, etc.)

7. Interpret to children why or why not some behavior is acceptable and discuss the effect of behavior on those around us.

8. Construct a unit around functional roles in the family structure -- focus on differing roles, responsibility of members, affect of members on each other.

9. Activities centering around functions of different parts of the body -- songs, rhythms, stories, discussions about functions.

10. Block activities -- have children guild a group block structure with each child adding one block; subsequently, have each child remove the block he has added illustrating how each part of the structure functions as a part of the whole.

11. Art activity-having children cut-out pictures of appliances and machinery and mount them; discuss the functions of the articles they have illustrated.

12. Trip to the zoo; discuss how animals are important to us. Also use rubber and wooden animals.

13. As child learns to use new equipment, explain how it works with restrictions on functioning (scissors, paint brushes, pedals on tricycles, etc.)

14. Discuss function in interpreting limits on use of equipment when use is related to a specific function or functions.

15. In building simple structures, explain the functions of the various components.

C. Concepts of Structure

1. Use take-apart toys for discussion of parts of cars, trucks, puzzles, etc.

2. Visit buildings under construction.

3. Cook simple foods - jello, pudding, candy, kool-aid, cookies, etc. -- letting children add and mix ingredients.

4. Go for walks, observing structure, shapes of buildings.

5. Mix paints and colors with children.

6. In woodshop activities, have children build their own simple structures -- kites, airplanes, etc.

7. Use a "visible man" to help children understand the structure of the human body.

8. Do a group art activity such as a mural to see how the final structure is achieved.

9. In simple games, have children be parts of a structure -- form a circle, form squares; be a train.

10. In block play, help children see how some materials can be used to make different structures.

11. Add-a-block game.

12. Cut apart everyday articles to examine structure. Milk pails, green pepper, pomegranate, apple, pineapple, coconut, pumpkin, etc.

13. Structuring with clay, play dough, paper mache .

14. Let children create structures through collage materials and paste.

15. Let children re-arrange housekeeping area when they seem to be ready for a new arrangement.

16. Use of puzzles to demonstrate structure.

17. Have children use flannel board with various free-form shapes to create structures.

18. Help children make their own puppets.

19. Group story-telling; teacher begins story, each child adds to it; at conclusion, play back entire story on tape recorder.

20. Have children make "books" or "newspapers" from old newspaper and magazine pictures and printing.

21. Using a glassed-topped corn popper, make popcorn with the children.

D. Spatial Relationships

1. Acting out through dances and games relationship of space, position and distance. "Walk away from your partner." "Gallop to the farthest corner." "Find the person closest to you and march."

2. Experiment with weights, pulleys, scales and balances (relationships between weights).

3. Use of terms, guessing games and quiet activities to develop concepts of up-down; high-low; in-out; above-below.

4. Work with puzzles; have children make their own puzzles from greeting cards and postcards.

5. Fly kites including flying some they have made.

6. Listen to sounds from varying distances to see how distance affects volume -- have child go to the other side of room and shout, whisper, stomp, walk, etc.

7. On a walk, notice neighborhood signs and devices which indicate specific positions for people and things -- stop light, white line on street, etc.

8. Block-building.

9. Allow children to rearrange housekeeping corner and other area furniture.

10. Have children clean-up room, putting toys back in original positions.

11. Have children sort and put away books according to a color key tape on the spine.

12. Pasting, painting, crayoning mural of human beings or things where each child has part of the whole to add on in relation to the other parts that have been or will be added.

13. Use Play-school village and peg board games.

14. Sand play relief of people and community.

15. Simple games and activities using balls.

16. Stress appropriate distances, positions and spatial relationships in play activities -- ride trikes on hard surfaces, no running in front of swings, doll buggy not to be wheeled into block building corner, etc.

17. Use of telescope, binoculars, microscope.

18. Construct with children a physical map showing relationship of school to children's homes and other buildings in the neighborhood.

19. Rubber tires on playground for hopping, jumping, running, activities.

E. Time and Sequence

1. General informal conversation about when things are done. "Now it's time to clean-up"; "It will be time to go home after we play outside."

2. Sense of time or rhythm through song, dance, poetry, and speech.

3. Block-building -- "build one block on another."

4. Establishment of routine for activities in nursery school.

5. Stories read that encourage understanding of time and sequence (year, day, life, seasons).

6. Use of calendar; talk about and celebrate birthdays.

7. Cooking experiences with attention to sequence of addition of ingredients and time taken in oven or/and refrigerator.

8. Illustrations of sequence and time involved in growth of plants, animals and humans -- plant seeds at varying times to watch sequence and stages of growth; have animals in classroom; visit zoo; discuss human growth; acting out game where children go through their own growth and development from prenatal to present. Record of children's height and weight on chart.

9. Explain to children necessary and appropriate sequential steps needed to accomplish tasks successfully and efficiently (getting dressed -- some clothing goes on first, some later, puzzles -- find corner edges and pieces to put in first; etc.)

10. Learning to take turns, to wait.

11. List of children's names for helping with chores -- watering plants, setting-up juice, holding door.

12. Plan some activities that take several steps and a prolonged period of time to bring to completion. (paper mache, clay forms, plaster hand print, planting seeds, color noodles and make necklaces, wood working).

13. Make pop corn.

14. Cooking activities using different timing devices.

F. Concepts of Categories

Size

1. Draw full outline of each child for display.
2. Compare size of blocks, stacking toys, and unit toys.
3. Discuss small, large, long, short, fat, thin.
4. Put sand, rocks, etc. through sieves and colanders.
5. Demonstrate weights as relative to size.
6. Use saws, scissors, nails, glue to change sizes of objects.
7. Use full length mirror to see own sizes.
8. Blow-up balloons, pump balls.
9. Arrange varying sizes of objects and materials -- flannel board, pasting blocks, table toys.
10. Gear some activities involved in clean-up according to size arrangement (blocks, box toys on shelves, housekeeping corner).
11. Dress dolls in appropriate sized clothing.
12. Measure children's heights along the wall.
13. Use games and table toys that involve size discrimination--tossing bean bags into progressively smaller boxes, balls into baskets, Playskool mail box.
14. Finger plays and songs related size.
15. Set activities--cork, potato , block printing--to illustrate different sizes.
16. Bead stringing for comparison of sizes of beads.

Shape

1. Sit projects with clay shapes, cookie cutters, cut-out paper, shapes of triangles, circles, squares, breakfast cereals for pasting.
2. Play with rubber graded shapes.
3. Make shadow profiles of children.
4. Have children imprint hands and feet in clay.

5. Use balls, cubes, triangles, Christmas ornaments for discussion and art projects.

6. Make jello using variously shaped molds.

7. Serve multi-shaped crackers with juice.

8. Use paper mache mix for molding.

9. Use flannel board to make children aware of shapes (same color, different shapes).

10. Mount silhouettes of familiar objects for discussion and guessing games.

11. A variety of cutting activities.

12. Use of puzzles.

13. Full-sized outlines of children done on newsprint.

14. Dip feet in paint, stamp imprint on paper.

15. Block printing using different shaped blocks, corks, etc.

16. Trace shapes on paper.

17. Work with table toys that emphasize shape discrimination.

18. Use of full-length mirror.

19. Blowing-up balloons, pumping balls.

20. Blocks stacked according to shape.

21. Activities with peg boards.

22. During rhythms, have children try to "be" different shapes with their bodies.

23. Cut various shapes in art and easel paper for children to use.

24. "Ink blot" painting activity.

25. Experiment with shadows and shapes using a film projector and screen.

26. Make pop corn.

<u>Color</u>

1. Experiment through art media--painting, coloring.

2. Songs about colors of children's clothing.

3. Experiment with shadings of colors.

4. Discussion of skin colors using Negro and white rubber figures.

5. Discussion and simple games centering around colors in the room or seen on a walk.

6. Songs, games and discussion of colors in their bodies.

7. Use brightly colored scarves for free rhythm activities.

8. Illustrate and discuss how some things change color as a phenomenon of nature, green apples turn red, green leaves turning gold and brown, hair turning gray.

9. Use flannel board and flannel shapes to stress color perception.

10. Limit colors made available in different art media. (Similar shade, same intensity, etc.)

11. Using pictures, rubber animals, and trips, discuss distinctive coloring in animals.

12. Have varying colors of fruit and food served at juice time.

13. Pop popcorn.

Consistency

1. Experience varieties of consistency in cooking, making playdough.

2. Compare similar elements as to consistency, such as; sand--dirt, water --molasses, cotton--velvet, sandpaper--easel paper.

3. Using pitchers for pouring liquids of different consistency, and also, tasting these liquids.

4. Demonstrate how the consistency of certain materials can change when nothing is added or taken away (snow-water, stale bread, glue as it hardens).

5. Compare water, milk and cream.

6. Make butterscotch crunchies in class--Melt chocolate and butterscotch bits, add chowmein noodles, allow to harden on wax paper.

7. Look at raw eggs, hard-boil them and eat them with juice.

8. Make collages with different consistencies and categories of fabric, paper, etc.

9. Demonstrate change in consistency when sponges are wet and when they are dry.

10. Stir and handle materials of different consistency.

11. Make jello and pudding in same day - compare consistency.

12. Demonstrate changes in consistency of sound patterns.

Material

1. Work with wood, plastics, paper, cloth, metal objects (with magnets) cotton, glass, food to show the variety of categories in materials.

2. Examine above and similar materials to see how they look, feel and taste different and how they may be used differently.

3. Use and discuss a variety of materials in dress-up clothes.

4. Experiment with variety of uses of the same materials--glass as a mirror, window, eyeglass; skin as body material, hair, fingernails.

5. Keep basic material same while changing the form--e.g., wood, wood shavings; ball of yarn--sweater; tin cans pounded into Christmas tree ornaments; dress-up clothes cut into collage materials; ice-water--steam-water.

6. Demonstrate Plastics--the different types, forms and uses.

7. Use of magnets with different metals.

8. Experiment with different properties of materials by tearing, heating, cooling, bending, pounding, etc.

9. Use and make various musical instruments examining the different materials used.

10. Talk about different materials in the body-skin, teeth, hair, etc.

11. Watch a building being constructed observe and discuss the various materials used.

12. Plan cooking experiences to observe what materials and utensils are needed and how they are used.

13. During classroom activities such as wood working and constructing tangible creative expressions, observe and discuss what materials are used and how.

G. Classifications

1. Group activity or game with familiar objects sorted for similarities such as cones, boxes, pegs, ribbons, brushes.

2. Game designed to find children with same characteristics or kinds of wearing apparel ("The children with gym shoes," "all the boys," The girls with pig tails" "boys with brown pants on ."

3. As related to Item G, 1 through 5, How are they different?.. .Alike?

4. Look at and discuss vegetables, fruits and flowers to separate them according to class.

5. Talk about, observe on field trips and use rubber figures to study classes and differences in animals.

6. Use rhythm activities to physically demonstrate class differences in animals and plants.

7. Sing songs about particular classes of things--birds, Indians, animals, etc.

8. Discuss, read stories about different classes of people-- People who live in the city, People who live in town, People who live in apartment buildings, People who live in houses, People with dark skin, People with light skin, etc.

9. Tasting sweet, sour, bitter, bland, spicy foods.

10. Classifying activities as indoor and outdoor when setting limits.

11. Experiment with speaking, singing voice and music.

12. Use different classes of music--folk, classical, nursery, popular.

13. Demonstrate and plan games using different classes of speech and verbal communication--storying telling, poetry, conversation, etc.

14. Examine and discuss living and non-living matter; plants, animals, people, U.S. rocks, metal,glass.

15. Discuss classification according to sex differences.

16. Classify objects according to texture--smooth, rough, hard, etc.

## III. LANGUAGE DEVELOPMENT

### A. Non-Verbal

#### Gesture

1. Use finger play and action games to describe common experience; especially concepts of number, spatial relationship, time, size, shape and kinesthetic perception.

2. Sing songs using gestures with words and using gestures in substitution for certain words.

3. Use creative dramatics, puppets, pantomime and role-playing to communicate ideas non-verbally.

4. Use rhythmic hand gestures with music.

5. Play a guessing game using gestures; have other children guess what activity the gestures represent.

6. Recognition and use of everyday gestures people use to convey meaning (beckoning, waving, etc.).

7. Teacher's use of meaningful gestures during story telling and discussion time.

#### Facial Expression

1. Use facial expressions to convey the basic feelings and/or meaning in stories, songs and poetry.

2. Use pictures of faces to show the children; have them describe how the person feels from the indications in his facial expression.

3. Play a "Show Me" game -- "With your face, how do you show me you're happy, excited, sad, etc."

4. Use a full-length mirror to show children their image as they express feelings through facial expression.

5. Take pictures of children; describe and discuss the facial expression.

6. Show children mounted pictures of different scenes and situations; have the children describe, through facial expressions what the mood in the picture is and how the picture makes them feel.

7. Have group discussion centering around own feelings and feelings of others as expressed through facial expression.

8. Teacher's use of facial expression in conjunction with gestures and speech to add to meaning or idea in story-telling, singing, fingerplays and general conversation.

9. Forming different facial expressions with hand puppets.

Training in use of Symbols for the Transmission of Meaning (involves concepts and perception).

1. Encourage free play and discussion that helps children understand the importance of familiar symbols in everyday life (e.g., stop light, other traffic signs, the American flag.)

2. Recognize and discuss children's art as symbolic of non-verbal communication (i.e., "Can you tell me about it?"), Write children's explanation on their work when appropriate. (Do not do this until children are no longer threatened by questions or talking.)

3. Use familiar symbols (musical symbols, numbers, letters, financial and scientific symbols, pictures) on flannel board for discussion.

4. Discuss and use gestures (hand and facial expressions, finger plays) for an understanding of their symbolic meaning.

5. Make a chart with pictures of snack items (cup, cookie, napkin). Put a child's name beside chart to signify that it is his turn to be responsible for that item.

B. Sound Patterns

1. Plan active listening periods so that children develop constructive hesitation in their speech.

2. Use rhythm instruments to create sound patterns with hesitations; discuss and demonstrate with children how different patterns of hesitation change the rhythm and how it tells them to move.

3. With tape recorder, teacher and children demonstrate how changes in regular hesitation patterns in speech can alter meaning and affect the natural flow of speech.

4. Sensitivity on the part of teachers and children that hesitations in speech may indicate difficulty with choice, availability or meaning of words.

5. Demonstrate how hesitations in physical movement can be used to convey meaning (surprise, fear, excitement, etc.)

6. Use pictures that illustrate hesitation, and talk about why persons in the pictures are hesitating. (Fear--hesitating in running when approaching a ditch; excitement--hesitating before opening a gift; etc.)

7. Talk about what we do when we hesitate--take a breath; hold a breath, think about what we are doing or what is going to happen, gain the attention of others, etc.

8. Use a movie projector that can be stopped precisely at a moment of hesitation on a film; talk about why there was a hesitation, what happened prior to it, what do we expect to happen next?

9. Discuss and demonstrate hesitation in story telling--why and how it is used.

C. Vocabulary

1. Encourage children to verbalize their ideas, feelings through group discussion, and individual contact with their peers or their teachers.

2. Use the tape recorder frequently to listen and recognize the development of vocabulary.

3. Read children's books that develop simple concepts with acuity. Discuss the meaning of words and/or story while reading or afterwards.

4. Teachers should express themselves precisely and meaningfully encouraging children to do likewise.

5. Have children act out word meanings (i.e. "show us what the word 'angry' means.") Use a variety of words including action words, nouns, words about feelings, etc.

6. Encourage all children to identify objects by name.

7. Help children make up own story. Write or tape story as it is given.

8. Play "add-on story" game allowing several children to make up a story together: it may help to use flannel board and pictures in conjunction with this activity.

9. Use creative dramatics, role-playing, and puppet play to help build vocabulary.

10. Devote a day to activities which center around one central theme, requiring the use of a special vocabulary (e.g., occupational theme.)

11. Identify objects by their various characteristics--color, sound, touch, taste (e.g., "I'm thinking of something that has four legs, is furry, and barks. What is it?").

12. Sing (folk) songs that require child to make up own verse.

13. Following a trip or other new experience have children discuss and describe what they have seen, what has happened, how they feel about it.

14. Encourage children to verbalize their feelings to each other and to the adults.

15. Have several play telephones available for children to use during free play for vocabulary development.

D. Syntax

1. Encourage children to speak in sentences.

2. Encourage story-telling, discussion among children during group periods, juice time.

3. Offer a variety of listening experiences to build an understanding of syntax (e.g., music, tapes of stories, and direct stories, records).

4. Play a game with sentence structure, eliciting corrections of improper syntax from children.

5. Role play adult and child-like speech to contrast correct syntax with infantile speech.

E. Dialect

1. Listen to music (records) that suggest a difference in dialect (e.g. "My Fair Lady," "Waltzing Matilda," "Burl Ives," Harry Belafonte, Mahalia Jackson). "Brer Rabbit"

2. Read stories that use dialect.

3. Through creative dramatics, role-playing, puppet play help children become aware of the differences or similarities in their own dialect.

4. Have children listen to tapes of their own dialect, also of teacher's speech patterns.

5. Teach songs that require the use of different dialects.

F. Spoken Language

1. Have children speak into tape recorder, use toy telephone to encourage verbalization.

2. Have children sing and recite song lyrics to show differences between musical and spoken language.

3. Recite simple phrases or nursery rhymes using a difference in pitch of voice, volume, inflection to emphasize the impact of the spoken word (e.g. "How are you, Johnny Green?" said angrily, with concern, in sing-song manner, gaily, loudly, softly, etc.)

G. Written Language

1. Write children's names on all their work to encourage their interest in written language.

2. When appropriate, write children's remarks about their paintings (or other work) verbatim on the paper to interest them in the relationship of spoken and written language.

3. Offer a variety of visual experiences that are meaningful to their language development (e.g. ink pad letters, alphabet soup and cereal, letters and words cut from newspapers.)

4. Use the chalkboard and flannel board to form letters and words with which the children may experiment.

5. Let children feel letters cut from sandpaper to gain a tactile sense of language development.

6. Write labels on equipment, names on lockers so that children learn to associate words with the appropriate object.

7. Have children make "newspaper" or "book" of their own, associating written symbols with ideas and objects.

IV. DEVELOPING A SENSE OF SELF AND SOCIAL RELATEDNESS

A. Uniqueness

1. Have audio-visual equipment available for children to use that will help build feelings of self-esteem (e.g., full length mirror, tape recorder, photographs taken of children).

2. Recognize child for his accomplishments in direct ways that will build a positive self-image (e.g., give praise for efforts made; display his art work; discuss his ideas in group discussion).

3. Recognize individual children through the ongoing program in ways that will influence their feelings about themselves (e.g., stories and songs used which mention child's name; have name and/or picture on child's locker; give each child an opportunity to talk in group discussions; protect property rights of children; keep promises made to a child). Use names of children as often as possible.

4. Give support and encouragement to child as he learns new skills so that he experiences success and a sense of self-esteem.

5. Give support to child's activities that will suggest recognition from others, thus building his confidence and feelings of self-esteem (e.g., have child make something for a member of his family; take home art activities; share in the duties of the nursery--clean up, water plants, feed animals).

6. Play the game called "story of growing" that recognizes the stages these children have already come through--both socially and physically--from infancy. Reinforce and support the notion of growth on a continuum scale (e.g. "When you were a baby you needed your mother to feed and care for you. You couldn't walk or talk. "

7. Measure and weigh children at intervals.

8. Discuss where children live, addresses--visit homes when possible.

9. Discuss growth process to child's age (e.g., infancy, babyhood, walking, talking, going to school).

10. Act out story of growth as indicated in above.

11. Discuss, act out child's feelings in puppet play, dramatic play.

12. Compare age and stage of development in terms of what child was like a year ago.

13. Do art project having children draw or cut out pictures of toys, which they have used or activities which they have done.

14. Discuss individual preferences in things children like to do, what they want to do when grown, songs, games, books that are favorites.

B. Similarities and Differences with Others

1. Play game having children describe, in pairs, how they are alike--age, sex, race, speech, similar interests, etc.

2. Use full length mirror to compare similarities.

3. Tape recorder can be used to compare likenesses in speech.

4. Measure and weigh children and compare similarities.

5. Discuss sex likeness-clothing, hair style, interests.

6. Discuss and visit homes, living in some building, section of city.

7. Take photographs of children, comparing for similarities.

8. Discuss similar physical characteristics inherent in the (Negro) race.

9. Discuss or have project that points out similar needs of people/children (e.g., need for love, recognition, food, shelter).

10. Recognition of the variety of people with whom child shares common interests.

11. Recognition of the differences in perception, feeling, and needs of people at different times (e.g., look at pictures together and discuss, activities at music and story time discussed in terms of children's individual interests, reaction of children to each other in play situations discussed).

C. Family

1. Have children bring pictures of their family or have pictures taken to discuss family composition.

2. At story time let children play "add on" story about families.

3. Use stories and songs that describe family living, comparing similarities, and differences with own family.

4. Discuss the child: role as a family member in relationship to other family members (e.g., chores assigned to child, activities shared by family members).

D. Neighborhood

1. Build a scale model of children's neighborhood with sand box blocks, relief map or bulletin board.

2. Discuss facilities available in neighborhood (e.g., community center, welfare station, stores, police and fire departments, etc.).

3. Invite community leaders to the nursery to share our contribution.

4. Discuss traffic and recreational facilities (e.g., train, trades, busy streets, bus lines, parks, movie houses, bowling alleys, etc.).

5. Discuss social, ethnic, composition of neighborhood.

6. Visit other neighborhoods, when possible, for comparisons.

## V. SOCIAL ROLES

### A. Role Functions

1. In housekeeping and block play, provide materials suggestive of a variety of roles, e.g., fireman's hat, nurse's uniform, Daddy's hat, Mother's apron, baby's bottle, etc.

2. Encourage acting-out of various roles with some instruction as to the contributions to community and family life the people in these roles make.

3. Talk about the different possible categories into which people may fall--e.g. Adult can be a parent, mother or father, husband or wife, son or daughter, community member, friend, wage earner.

4. Discuss which categories the child might fit into--brother or sister, son or daughter, playmate, niece or nephew, grandson or granddaughter, pupil, etc.,--and how he fulfills these roles.

5. Describe people as categorized in terms of racial or ethnic background, neighborhood, citizen of city, state, country.

### B. Child-Adult

1. Responsibilities of each in group living can be understood by encouraging a cooperative, helpful spirit with acceptance of the age-stage competence and expectations of each.

2. Role-play adult-child interchange with children and teachers taking the various roles--e.g., child-teacher, child-parent, child-policeman, etc.

3. Encourage dramatic play situations with puppets, dress-up clothes, stories.

4. Let children manipulate wooden, rubber and flannel board figures in creating their own stories about child-adult relationships.

5. Take a variety of stories and records which illustrate various child-adult relationships.

6. Discuss activities in which both adults and children participate--discuss the roles each plays and what each contributes in the total activity.

7. Discuss and help children understand our expectations for them in their roles as children in a pre-school classroom setting.

C. Teachers' Differences

1. Make note of individual teachers contributions to the group.

2. Visit other classrooms to notice individual teaching styles.

3. Teachers make tape recordings of their voices singing, speaking, reading stories to play back for the children for comparisons of sounds, inflections and emphasis.

4. Discuss with children the differences of teachers in setting and enforcing limits and in their ways of guiding children's behavior.

5. Through discussion and role-playing, help children recognize how different teachers respond to children's behavior.

D. Peers

1. During discussion time, make note of the various activities of the group members and the individual contributions the group members make to the whole.

2. Display children's work--art, woodworking, murals, block building, dress-ups, etc.--to help children develop an awareness of group differences.

3. Point out children's accomplishments as they are accomplishing them to the other children in the group.

4. Plan a group unit project letting each child decide what his contribution to the whole will be (e.g., My Neighborhood--some drawing, some block building, some playing different roles, etc.) to help children develop an awareness of the different preferences, abilities and interpretations, to be found within the peer group. A wall mural of neighborhood things and people also allows a variety of contributions.

5. Discuss and/or draw pictures about most vivid impressions of a group project or trip.

6. Re-enact through rhythm or dramatic play a scene or field trip taken by the group to help children realize the different impressions and interpretations by their peers.

7. Help children recognize and accept leader-follower roles in various informal activities such as block building, dramatic play and group art activities. Assign appropriate names to roles (Daddy and family members, Pilot and crew members; engineer, conductor, caboose man, passengers, etc. designating which role is the leadership role.)

8. Sing songs with the children that designate various roles within a group of people--"Train-is-a-coming," Billy Barlow.

E. Sex-role Differences

1. Through discussions and dramatic play, identify male-female contributions of mother-father roles in family.

2. Have children find pictures of men and women in different roles, (from magazines, etc.) cut them out and talk about them. Also find pictures of or genuine articles of tools men and women use (shovel, taxi, broom, nurses cap, typewriter, etc.) to be used in discussions and activities centering around sex-role differences.

3. Use rubber and wooden people and puppets for dramatic play and discussions concerning sex-role differences.

4. Have children cut out pictures of objects related to men's and women's roles to be used in the flannel board during discussions.

5. Have children point out and discuss differences between adult male (visitor) and adult female (teacher) noting size, voice, skin texture and color, smells, walk, gesture, etc.

F. Family Role Differences

1. Play with puppets, role playing especially in the housekeeping area to point out and experiment with differences of roles of the family members.

2. Provide materials such as wooden and rubber family figures and a doll house for free play activities so that the children may experiment independently with family role differences.

3. During formal group periods, have children act out parts of different family members using appropriate props and/or dress-up clothes.

4. Use songs and stories which emphasize family role differences.

5. Have a group game with children responding physically to roles mentioned which apply to them. ("All of you who are brothers touch your toes." "All of you who are sisters, clap your hands." "All of you who are sons, pat your heads." Discuss these roles as they are mentioned.

6. Discuss cultural family role differences using simple mounted pictures which indicate family roles found in different cultural and/or ethnic backgrounds.

7. Have children describe their own families and talk about their roles in relation to other family members.

G. Occupational Role Differences

1. Set up equipment to inspire play directed toward understanding people in a variety of occupations and the different ways they may fulfill their roles.

2. Visit community institutions to observe the services offered and the people employed.

3. Discuss with children, "What do you want to be?" "Why do you want to be that?" "What will you be doing if you are that?"

4. Plan a unit on Policemen--different things they do, different things they wear because of what they do; visit police station, have a policeman visit the school; examine different equipment policemen use in their different roles; talk about the different ways policemen do the same thing.

5. Using the same general project structure, discuss and investigate other role differences within other occupational roles--fireman, mailman, construction worker, etc.

6. Plan a group role-playing game; assign some occupational role to several children. Have them act out their impressions of what the role is, then, compare different interpretations. The roles they are familiar with such as a construction worker, mailman, clergyman, teacher, etc.

H. Community

1. Arrange with someone in the community to allow the children to provide a service to the community such as planting flowers, picking-up clutter from the sidewalks to help them realize their responsibility and possible contributions to their community.

2. Visit community facilities; discuss their importance to the children and how the children relate to the people who work therein--park recreation leaders, doctors, shopkeepers, etc.

3. Following these visits, use role-playing and creative dramatics, allowing the children to experiment with and respond to different community roles.

4. In a discussion activity fostering a better understanding of the self in the community, use rubber and wooden figures in dramatic and puppet-like play.

5. Allow children responsibilities for Nursery School group living so they experience more indications of their roles as group members, e.g., help with clean-up, water plants, feed fish, pass cookies, care for own belongings.

6. Help children begin to develop sensitivity to the feelings of their peers through teacher's awareness of and sharing of children's feelings and needs.

## VI. CULTURAL EXPECTATIONS

### A. Property Rights of Others

1. Help children to learn to care for their own belongings at school in locker compartments and to respect privacy and property of other children's lockers.

2. Help children to learn to care for equipment in nursery--clean up toys, help repair toys when possible, use equipment as it is meant to be used, etc.

3. During free play, help children learn to share toys and times with the teachers.

4. Allow times during the class sessions when children can talk with the others about things they have done, made or brought from home.

5. Write names on children's work, respecting their ownership and requiring that they honor the property of others in the same manner.

6. When making a commitment to a child or to the group, the teacher should always be careful to keep her word unless it is impossible, and when it is impossible, she should always give a reasonable explanation. Help children realize that teachers have the right to expect the same from them when the positions are reversed or when they make promises to each other.

### B. Respect for Others

1. Help children to learn every day considerations gradually through imitation of teacher's behavior.

2. Through dramatics and puppet play, practice some courtesies as they enter into the structure of these activities.

3. In the general course of the day, guide children in using common courtesies in their contact with each other.

4. When possible and appropriate, teachers should explain the logical reasons behind considerate behavior, (e.g., "There is more room for others at the table when your elbows are not spread out on tope of it.")

### C. Self-Control in Relationship to Others

1. Help children learn to manage social relationships so that sharing and cooperation develop, (e.g., waiting turns, sharing equipment, etc.)

2. Help children learn to control their impulsive behavior in their relationships with other children and with adults. (anger, frustration, need for affection, hostility, etc.)

3. Have specific times for group activities; help children learn to wait to share or participate at appropriate times, (e.g., music, discussions, show and tell, stories, listening periods, etc.)

VII. PERSONAL DEVELOPMENT

A. Independence

1. Encourage the expression of child's own ideas in the choice of play materials, art media, and communication with others.

2. Guide children toward independence in their personal needs (e.g., dressing self, toileting self, finding own materials or equipment, caring for own personal belongings).

3. Encourage children to find own answers to personal conflicts with their peers.

4. Have a variety of unstructured materials available that encourage independent learning (i.e., blocks, art materials, puppets).

5. After teaching some skills necessary to use equppment and supplies in the nursery, encourage children to use the materials in their own way.

B. Directing Aggression

1. Provide materials that help children direct aggressive feelings toward creative outlets (e.g., woodworking, painting, clay and playdough, building with blocks, using a drum or other musical instruments, rhythmic activities).

2. Provide additional materials that allow for channeling of energies, although they may not be a creative use of time (e.g. pounding on playdough, punching a bag, water play, playing with wet sand, throwing a ball, engaging in vigorous outdoor activities such as running, climbing).

3. Use stories and role-play situations to help children verbalize their aggressive feelings directly.

4. Encourage children to enter into competitive play, finding areas where they can compete successfully and where they need more skills.

C. Leadership-Authority

1. Play games that require child leadership.

2. Let children direct activities usually given to adults so that each has a chance to assume role of authority.

3. Have stories, records used that project "good" authority figures (e.g., adults who are helpful, instructive, assume responsibility, are reliable, benevolent.

4. Invite community leaders to nursery who represent good examples of authority.

5. Experiment with puppet play using examples of authority figures (punitive, demanding, warm and benevolent, supportive, laissez-faire, nurturing).

6. Let children know what is expected of them, and be explicit about rules of group living that help children know what to expect of adults.

D. Achievement

1. Read stories that describe successful adult models.

2. Use role-playing with puppets, and/or with rubber and wooden people to draw on characteristics of achievement models.

3. Point out achievements made by children in the group, including all children at differing tasks and abilities.

4. Have pictures and discuss achievements of famous Negroes (e.g. Marian Anderson, Mahalia Jackson, Martin Luther King, Nat King Cole, Willie Mays, James Meredith, Luther Burbank).

5. Draw a picture of person you'd like to be.

E. Sense of Timing

1. Include some activities that take longer to complete than one day (planting seeds, making plaster of Paris molds, paper mache cooking.)

2. Plan projects or field trips in advance, talk about what's going to happen.

3. Plan ahead for birthday party for each child.

4. Maintain a reasonable schedule for daily routines, helping children to accept controls (e.g. Juice time, toileting, close of session).

5. Help children learn to take turns in the use of equipment.

6. Help children to control their impulses (anger, frustration, fear, needs for affection).

7. Help children bring tasks to completion (e.g. puzzles, art activities, wood working, cooking, blockbuilding).

8. When a child becomes excitable and disturbing in a play group, remove him to a more quieting atmosphere.

F. Handling Feelings

1. Help children recognize their feelings and find appropriate outlets through group discussion and individual direction.

2. Plan group project together, helping children accept the decision of the majority.

3. When child hits another child, redirect him to make acceptable outlet for feelings (e.g. pounding on playdough, hammering wood, using punching bag, etc.).

4. When child takes a toy another child is using, help him find a suitable substitute.

5. When child verbally abuses another, help him to use words that express feelings rather than words that are meant to hurt another.

6. Let child who wants to run in nursery room climb on jungle jim, skip in music, or other vigorous muscular activity appropriate for indoors.

G. Autonomy, Effectance, Choices

1. During free play encourage children to choose activities that develop self-direction (e.g., unstructured play materials).

2. Teach children to care for own possessions, and for self in ways that increased their sense of autonomy (e.g. teach child to dress, undress self, care for toys brought to school).

3. Provide opportunities in the nursery program that will enable the child to develop autonomy in relationship to his peers (e.g. express ideas for group projects, take a leadership role, make own decisions and follow through with ideas).

4. Rules for group living in the nursery should be reasonable and necessary. They should be explained to children and discussed in terms of their practicality. When appropriate children should help make the rules for group living so that they sense responsibility for self-government.

5. During free play activities help children assess their current limitations and abilities in relation to what goals they have (i.e. work a puzzle, climb to the top of the jungle jim) in order to recognize their potential for growth.

6. Have a discussion about the skills these children have acquired so far, and the potential they have for the future in the areas of social and physical growth.

7. Help children make choices in free play activities that are based on their own goals and values. Indicate to them that this practice is necessary for one's own productive behavior.

8. As a group make decisions for special activities and projects that are based on group goals and value choices.

APPENDIX A

Summary Listing of Publications and Reports

Institute for Juvenile Research

Dr. Martin Luther King Jr., Family Center

1965 - 1970

The following bibliography lists all IJR research reports and publications which are derived from work with the children and the parents at the Dr. Martin Luther King, Jr. Family Center between 1965 and July, 1970.

Research Reports


* Ali, F. & Costello, J. Modification of the Peabody Picture Vocabulary Test. Research Report, Vol. VI, No. 13, 1969.

Borowitz, G., & Hirsch, J. G. A developmental typology of disadvantaged four-year olds. Research Report, Vol. V, No. 1, 1968.

* Borowitz, G., Hirsch, J. G., & Costello, J. Play behavior and competence in ghetto four-year olds. Research Report, Vol. VI, No. 24, 1969.

Borowitz, G., Costello, J. & Hirsch, J. G. Play behavior and efficacy in ghetto four-year olds: organization and psychosexual content of play. Vol. VII, No. 6, 1970.

* Bowles, D. Casework with disadvantaged Negro families: approaches techniques and theoretical implications. Vol. V, No. 11, 1968.

Bowles, D. Use of toys in expanding mothers' child-rearing attitudes and skills through a home teaching program. Vol. VI, No. 10, 1969.

* Costello, J. Some approaches to programming for disadvantaged preschool children. Vol. VI, No. 2, 1969.

Costello, J., & Ali. F. Reliability and validity of Peabody Picture Vocabulary Test scores of preschool disadvantaged children. Vol. VI, No. 14, 1969.

* Costello, J. & Dickie, J. Comparison of Leiter and Stanford-Binet IQs of preschool disadvantaged children. Vol. VI, No. 15, 1969.

Costello, J. The effects of pretesting and examiner characteristics on test performance of preschool disadvantaged children. Vol. VII, No. 1, 1970.

Costello, J. Four years of research on Chicago's Westside: evolution or conflict. Paper presented at meetings of Society for Research in Child Development, Santa Monica, California, March, 1969.

Hirsch, J. G. Little squirts in the great society: the search for the big squeak. Vol. IV, No. 4, 1967.

* Hirsch, J. G. , Borowitz, G., & Costello, J. Individual differences in ghetto four-year olds. Vol. VI, No. 4, 1969.

* Jeruchimowicz, R., Costello, J., & Bagur, S. Social class differences in Negro preschoolers knowledge of action and object words. Vol. VI, No. 23, 1969.


* Indicates those IJR Research Reports which have subsequently been published or are in press.

Knock, A.P., Costello, J., Brottman, M., & Brottman, M. Descriptions used by teachers in recording preschool children's classroom behavior. Vol. VI, No. 25, 1969.

* Kunreuther, S. C. A ghetto exchange: parents speak, a teacher listens, children learn. Vol. VI, No. 27, 1969.

* Scheinfeld, D. On developing developmental families. Vol. VI, No. 8, 1969.

* Scheinfeld, D., Bowles, D., Tuck, S., & Gold, R. Parents' values, family networks, and family development: working with disadvantaged families. Vol. VI, No. 9, 1969.

* Thanaphum, S., Costello, J., & Hirsch, J. G. Assessment of individual functioning through classroom observation: the clinician in the preschool setting. Vol. VI, No. 26, 1969.

Tuck, S. A model for working with black fathers. Vol. VI, No. 11, 1969.

*Indicates those IJR Research Reports which have subsequently been published or are in press.

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Ali, F. & Costello, J. Modification of the Peabody Picture Vocabulary Test. In press, Developmental Psychology.

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Bowles, D. Making casework relevant to black people: approaches, techniques, and theoretical implications. Child Welfare, 1969, 48, 468-75.

Brottman, M. A. (Ed.) Language remediation for the disadvantaged preschool child. Monographs of the Society for Research in Child Development, 1968, 33 (8, Serial No. 124).

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Scheinfeld, D. On developing developmental families. In E. Grotberg (Ed.), Critical Issues in Research Related to Disadvantaged Children, Educational Testing Service, Princeton, New Jersey, 1969.

Thanaphum, S., Costello, J. & Hirsch, J. G. Assessment of individual functioning through classroom observation. Archives of General Psychiatry, 1970, 23, 16-19.

In addition to the foregoing Research Reports and Publications, papers produced by the staff of the Martin Luther King Jr. Family Center are available by writing to the Center at 124 N. Hoyne Avenue, Chicago, Illinois 60612.